

## DOCUMENT RESUME

ED 129 004

EC 091 210

TITLE Mainstreaming: Program Descriptions in Areas of Exceptionality. A Selective Bibliography. Exceptional Child Bibliography Series No. 623.

INSTITUTION Council for Exceptional Children, Reston, Va. Information Services and Publications.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE 76

NOTE 37p.; For related document, see ED 102 808

AVAILABLE FROM CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS PRICE MF-\$0.83 HC-\$2.05 Plus Postage.

DESCRIPTORS \*Abstracts; \*Annotated Bibliographies; Elementary Secondary Education; Exceptional Child Education; Exceptional Child Research; \*Handicapped Children; \*Regular Class Placement

## ABSTRACT

The annotated bibliography on Mainstreaming: Program Descriptions in Areas of Exceptionality contains approximately 210 abstracts and associated indexing information for documents or journal articles published from 1961 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. The bibliography is divided into the following sections: Aurally Handicapped Early Childhood, Mentally Retarded, Emotionally Handicapped, Gifted and Creative, Learning Disabled, Visually Impaired, and Physically Handicapped. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

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ED129004



# Mainstreaming: Program Descriptions In Areas of Exceptionality

A Selective Bibliography

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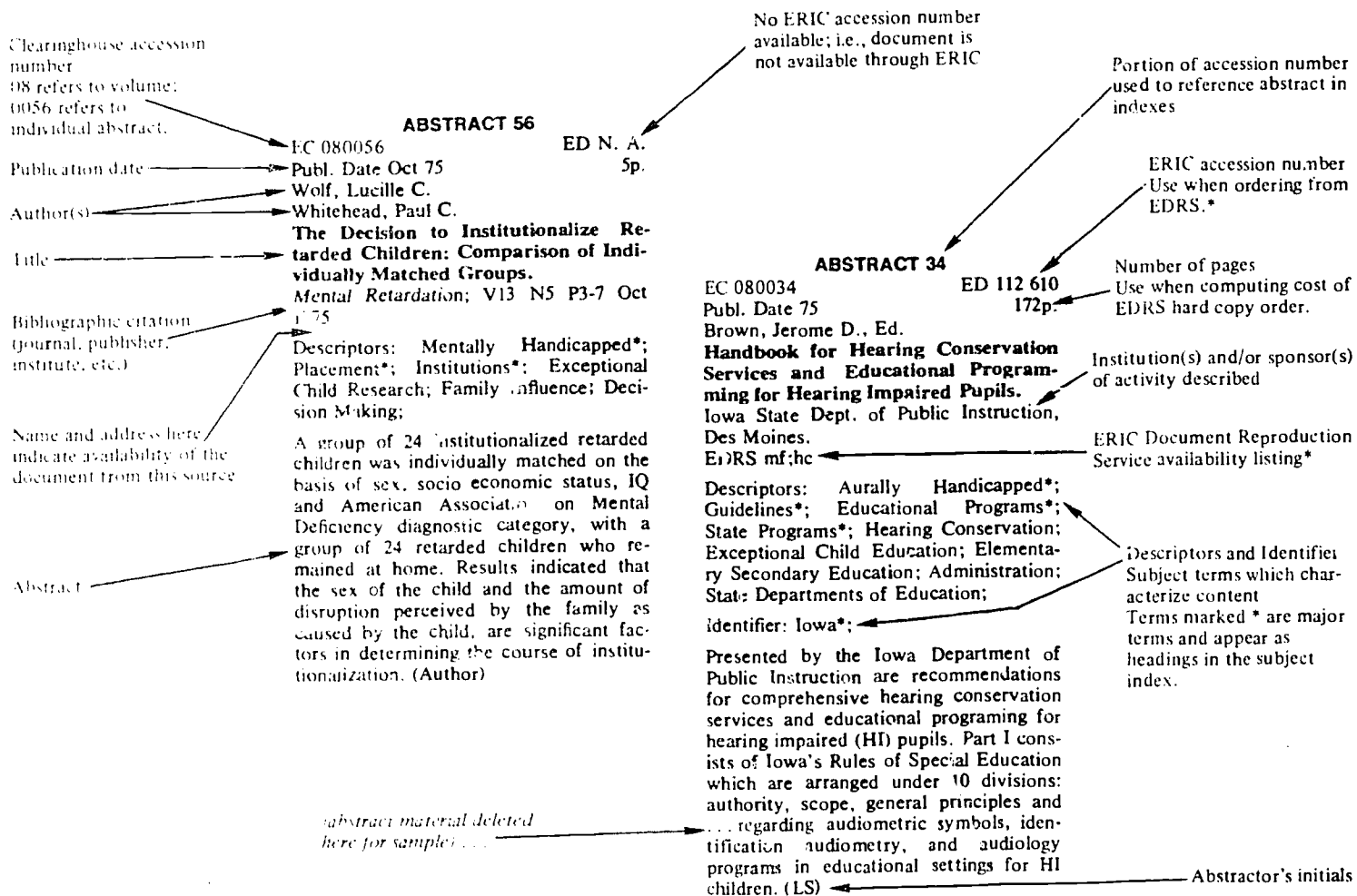
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The ECIE Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. About 14,000 articles published in journals are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECTA)*. Some of these are published in French and translated also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is representative of journals currently received.

- \*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901
- \*ACTA Symbolica, University of Akron, Akron, Ohio 44304
- Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577
- \*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016
- \*American Education, 400 Maryland Avenue SW, Washington DC 20022
- American Educational Research Journal, 1126 16th Street NW, Washington DC 20036
- American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015
- American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011
- \*American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610
- \*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210
- American Journal of Nursing, 10 Columbus Circle, New York, New York 10019
- \*American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852
- \*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019
- \*Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610
- Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036
- ASHA, 9030 Old Georgetown Road, Washington DC 20032
- Audicibel, 2420 Grand River Avenue, Detroit, Michigan 48219
- Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403
- Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036
- Australian Children Limited, Box 91, Brighton 5048, South Australia
- \*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia
- AVISO, Newark State College, Union, New Jersey 07083
- \*Behavior Therapy, 111 Fifth Avenue, New York, New York 10003
- Behavior Today, Zitt Davis Publishing Co., 1156 15th Street NW, Washington DC 20036
- Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401
- British Journal of Disorders of Communication, 4345 Annanvale Street, Edinburgh EH7 4 AJ, Scotland
- British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England
- British Journal of Physical Education, Line House, 10 Nottingham Place, London W1M 4 AX, England
- Bulletin of the Orton Society, 8415 Bel-lona Lane, Suite 204, Towson, Maryland 20402
- Bulletin of Prosthetics Research, US Gov-ernment Printing Office, Washington DC 20402
- \*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702
- CSMR Bulletin, 345 Campus Towers, Ed-monton, Alberta, Canada
- Canada's Mental Health, Information Can-ada, Ottawa K1A 0S9, Canada
- CFDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401
- Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025
- Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637
- \*Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025
- Child Welfare, 67 Irving Place, New York, New York 10003
- Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016
- Children Today, US Government Printing Office, Washington DC 20402
- Children's House, Box 111, Caldwell, New Jersey 07006
- Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631
- Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203
- Day Care & Early Education, 2852 Broad-way, New York, New York 10025
- Deaf American, 5125 Radnor Road, Indian-apolis, Indiana 46226
- Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downs-view, Ontario M3J 1P3, Canada
- Developmental Medicine and Child Neurol-ogy, Spastic International Medical Publica-tions, 20-22 Mortimer Street, London W1N 7RD, England
- Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333
- DSH Abstracts, Gallaudet College, Washing-ton, DC 20002
- Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England
- \*Education and Training of the Mentally
- \*Retarded, 1920 Association Drive, Reston, Virginia 22091
- Education Digest, PO Box 623, 416 Long-shore Drive, Ann Arbor, Michigan 48107
- Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107
- Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708
- Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820
- Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401
- Educational Leadership, 1201 16th Street NW, Washington DC 20036
- Educational Researcher, 1126 16th Street NW, Washington DC 20036
- Educational Technology, 140 Sylvan Ave-nue, Englewood Cliffs, New Jersey 07632
- Elementary School Journal, 5801 Ellis Ave-nue, Chicago, Illinois 60637
- English Journal, 1111 Kenyon Road, Ur-bana, Illinois 61801
- \*Exceptional Children, 1920 Association
- \*Drive, Reston, Virginia 22091
- \*Exceptional Parent, 264 Beacon Street, Bos-ton, Massachusetts 02116
- Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada
- Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222
- \*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236
- Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138
- Hearing, 105 Gower Street, London WC1E 6AH, England
- \*Hearing & Speech Action, 814 Tilden Ave-nue, Silver Spring, Maryland 20910
- Hearing Rehabilitation Quarterly, National League for the Hard of Hearing, 71 West 11th Street, New York, New York 10010
- Human Behavior, PO Box 2810, Boulder, Colorado 80302
- Humanist, 923 Kensington Ave., Buffalo, New York 14215
- Illinois Schools Journal, 6800 South Stew-art Avenue, Chicago, Illinois 60621
- Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306
- Instructor, PO Box 6099, Duluth, Minne-sota 55806
- Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016
- International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland
- International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland
- International Rehabilitation Review, 219 East 44th Street, New York, New York 10017
- Involvement, PO Box 460, Oak Ridges, Ontario, Canada

\*denotes journals monitored for CIJE.

\*\*denotes copyrighted journals for which ECFA has been granted permission to use author abstracts.

- Journal for Special Educators of the Mentally Retarded*, 111, Center Conway, New Hampshire 03813
- \**Journal of Abnormal Child Psychology*, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- \**Journal of Abnormal Psychology*, 1200 17th Street NW, Washington DC 20036
- \**Journal of Applied Behavior Analysis*, University of Kansas, Lawrence, Kansas 66044
- Journal of Applied Rehabilitation Counseling*, 1522 K Street NW, Washington DC 20005
- Journal of Association for Study of Perception*, PO Box 744, De Kalb, Illinois 60118
- \**Journal of Autism & Childhood Schizophrenia*, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- Journal of Child Psychology & Psychiatry*, Pergamon Press, Elmsford, New York 10523
- Journal of Clinical Child Psychology*, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105
- Journal of Communication Disorders*, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014
- Journal of Community Health*, Human Sciences Press, 72 11th Avenue, New York, New York 10014
- \**Journal of Consulting & Clinical Psychology*, 1200 17th Street NW, Washington DC 20036
- Journal of Creative Behavior*, 1300 Elmwood Avenue, Buffalo, New York 14222
- Journal of Developmental Disabilities*, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182
- Journal of Education*, Department of Education, Halifax, Nova Scotia
- \**Journal of Educational Psychology*, 1200 17th Street NW, Washington DC 20036
- \**Journal of Educational Research*, Box 1605, Madison, Wisconsin 53701
- Journal of General Education*, 215 Wagner Building, University Park, Pennsylvania 16802
- \**Journal of Learning Disabilities*, 5 North Wabash Avenue, Chicago, Illinois 60602
- Journal of Marriage & the Family*, 1219 University Avenue SE, Minneapolis, Minnesota 55414
- \**Journal of Mental Deficiency Research*, 86 Newman Street, London W1P 4 AR, England
- Journal of Music Therapy*, Box 610, Lawrence, Kansas 66044
- Journal of Negro Education*, Howard University, Washington DC 20001
- \**Journal of Nervous & Mental Disease*, 428 East Preston Street, Baltimore, Maryland 21201
- \**Journal of Pediatrics*, 11830 Westline Industrial Drive, St. Louis, Missouri 63141
- \**Journal of Personality Assessment*, 1070 East Angeleno Avenue, Burbank, California 91501
- Journal of Reading*, 6 Tyre Avenue, Newark, Delaware 19711
- Journal of Rehabilitation*, 1522 K Street NW, Washington DC 20005
- Journal of Rehabilitation of the Deaf*, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Journal of School Health*, American School Health Association, Kent, Ohio 44240
- \**Journal of School Psychology*, 51 Riverside Avenue, Westport, Connecticut 06580
- \**Journal of Special Education*, Grune and Stratton, 111 Fifth Avenue, New York, New York 10003
- \**Journal of Speech & Hearing Disorders*, 9030 Old Georgetown Road, Washington, DC 20014
- \**Journal of Speech & Hearing Research*, 9030 Old Georgetown Road, Washington DC 20014
- Journal of Teacher Education*, One Dupont Circle, Washington DC 20036
- \**Language Speech & Hearing Services in Schools*, 9030 Old Georgetown Road, Washington DC 20014
- Lantern*, Perkins School for the Blind, Watertown, Massachusetts 02172
- Learning*, 530 University Avenue, Palo Alto, California 94301
- Mathematics Teacher*, 1906 Association Drive, Reston, Virginia 22091
- \**Mental Retardation*, 5201 Connecticut Avenue NW, Washington DC 20015
- Merrill Palmer Quarterly*, 71 East Ferry Avenue, Detroit, Michigan 48202
- Momentum*, 350, One Dupont Circle, Washington DC 20036
- Music Educators Journal*, 1902 Association Drive, Reston, Virginia 22091
- NASSP Bulletin*, 1904 Association Drive, Reston, Virginia 22091
- National Elementary Principal*, 1801 North Moore Street, Arlington, Virginia 22209
- The New Beacon*, 224 Great Portland Street, London W1N/AA, England
- \**New Outlook for the Blind*, 15 West 16th Street, New York, New York 10011
- Notre Dame Journal of Education*, PO Box 686, Notre Dame, Indiana 46556
- Nursing Outlook*, 10 Columbus Circle, New York, New York 10019
- Optometric Weekly*, 5 North Wabash Avenue, Chicago, Illinois 60602
- Parents Voice*, Journal of the National Society of Mentally Handicapped Children, Pembroke Square, London W2 4EP, England
- Peabody Journal of Education*, George Peabody College for Teachers, Nashville, Tennessee 37203
- \**Pediatrics*, PO Box 1034 Evanston, Illinois 60204
- \**Personnel & Guidance Journal*, 1607 New Hampshire Avenue NW, Washington 20009
- Phi Delta Kappan*, 8th & Union Streets, Bloomington, Indiana 47401
- \**Physical Therapy*, 1156 15th Street NW, Washington DC 22005
- Pointer*, PO Box 131, University Station, Syracuse, New York 13210
- Psychology in the Schools*, 4 Conant Square, Brandon, Vermont 05733
- Psychology Today*, PO Box 2990, Boulder, Colorado 80502
- Quarterly Journal of Speech*, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- \**Reading Research Quarterly*, 6 Tyre Avenue, Newark, Delaware 19711
- Reading Teacher*, 6 Tyre Avenue, Newark, Delaware 19711
- Rehabilitation Digest*, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada
- Rehabilitation Gazette*, 4502 Maryland Avenue, St. Louis, Missouri 63108
- \**Rehabilitation Literature*, 2023 West Ogden Avenue, Chicago, Illinois 60612
- Rehabilitation Teacher*, 88 St. Stephen Street, Boston, Massachusetts 02115
- Remedial Education*, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia
- Review of Educational Research*, 126 16th Street NW, Washington, DC 20036
- \**Scandinavian Journal of Rehabilitation Medicine*, Gamla Brogatan 26, Box 62, S-101 20 Stockholm, Sweden
- Schizophrenia Bulletin*, 5600 Fishers Lane, Rockville, Maryland 20852
- School Media Quarterly*, 1201-1205 Bluff Street, Fulton, Missouri 65251
- \**Sight Saving Review*, 79 Madison Avenue, New York, New York 10016
- Sign Language Studies*, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901
- \**Slow Learning Child*, St. Lucia, Brisbane 4067, Australia
- \**Social Work*, 49 Sheridan Avenue, Albany, New York 12210
- Southern Journal of Educational Research*, Box 107, Southern Station, Hattiesburg, Mississippi 39401
- Special Children*, American Association of Special Educators, 107-20 125th Street, New York, New York 11419
- \**Special Education: Forward Trends*, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England
- Special Education in Canada*, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada
- Speech Monographs*, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Teacher*, 22 West Putnam Avenue, Greenwich, Connecticut 06830
- Teacher of the Blind*, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England
- Teacher of the Deaf*, 50 Topsham Road Exeter EX2 4NF, England
- Teachers College Record*, 525 West 120th Street, New York, New York 10027
- \**TEACHING Exceptional Children*, 1920 Association Drive, Reston, Virginia 22091
- \**Volta Review*, 3417 Volta Place NW, Washington, DC 20007
- \**Young Children*, 1384 Connecticut Avenue NW, Washington, DC 20009

# ABSTRACT 165

EC 000 423 ED N.A.  
 Publ. Date Apr 67  
 Sugrue, Timothy J.  
**New York City's High School Program for the Deaf.**  
 Alexander Graham Bell Assn For Deaf, Washington, D. C.  
 Volta Review, Volume 69, 1967.  
 EDRS Price 0

Descriptors: exceptional child education; aurally handicapped; administration; deaf; secondary grades; regular class placement; high school students; teacher role; teacher responsibility; program descriptions; administrative organization; special programs; student placement; regular class placement; New York City Junior High School

Eighty percent of the hearing impaired children who graduated from ninth grade at the Public Day School for the Deaf in New York City (P.S. No. 47) from January 1945 to June 1964 attended high school. Most of these graduates entered a regular high school which had a teacher of the deaf on the staff. The schools included three academic high schools, a vocational high school for boys, and three coeducational vocational high schools. The special class teachers served as program advisors, official teachers, guidance counselors, hearing aid consultants, and resource persons for the school staff. Of the students, 75 to 80 percent graduated at the end of the standard 3-year program. About 5 percent of the graduates were capable of attending a neighborhood school with only a weekly visit from an itinerant teacher of the deaf. The New York State Division of Vocational Rehabilitation maintains a guidance program for deaf high school students. The program ranges from job placement to college entrance. Research, observation, and responses from the deaf indicate that integration with hearing classmates best prepares the deaf for their role in a hearing society. This article was published in The Volta Review, Volume 69, Number 4, pages 247-252, April 1967. (MW)

# ABSTRACT 1099

EC 000 422 ED N.A.  
 Publ. Date Sep 66 4p.  
 Dale, D.M.C.  
**Units for Deaf Children.**  
 London University Institute Of Education, England  
 EDRS not available  
 Volta Review, V68 N7 P496-9 Sept 1966  
 Reprint From The Times Educational Supplement, London.

Descriptors: exceptional child education; aurally handicapped; classrooms; class size; classroom design; economic factors; social factors; teaching methods;

team teaching; regular class placement; special classes

Integration of deaf and normally hearing children in the schools is considered. An experiment in New Zealand which provides a small room for six to eight deaf students adjacent to a regular class is described. Provisions of the program include two teachers, combined classes for most subjects, and special help in communication skills for the deaf. Advantages mentioned are the social benefits to the children and the economic advantages of having the children live at home rather than in a boarding school. A floor plan of the classrooms is provided. (RP)

# ABSTRACT 1698

EC 004 467 ED N.A.  
 Publ. Date May 69 5p.  
 Randle, William F.  
**A Junior High Program for Hearing Impaired Pupils.**  
 EDRS not available  
 Volta Review, V71 N5 P279-83 May 1969

Descriptors: exceptional child education; aurally handicapped; regular class placement; special programs; individual instruction; lip reading; parent participation; teacher role; student participation

A junior high program designed to facilitate the hearing impaired child's adjustment to regular classes after special elementary level classes is surveyed. The 16 children participating are described; aspects of the program include clinical therapy, tutorial sessions including speechreading, teacher and administration cooperation, a student helper system, and parental involvement. (JB)

# ABSTRACT 3123

EC 501 278 ED N.A.  
 Publ. Date 70 5p.  
 McGee, Donald I.  
**The Benefits of Educating Deaf Children with Hearing Children.**  
 EDRS not available  
 Teaching Exceptional Children, V2 N3 P133-7 Spr 1970

Descriptors: exceptional child education; aurally handicapped; regular class placement; educational needs; educational methods

Information is presented to the teacher of a regular class who has an aurally handicapped student in the classroom. Discussed are the regular class as the only available placement, as exploratory placement, and as the best educational setting. Special problems of the deaf or hearing impaired are described, and suggestions are made for assisting the teacher in meeting the child's needs. (JMI)

# ABSTRACT 1137

EC 03 1137 ED N.A.  
 Publ. Date Jan 71 5p.  
 Salem, James M.  
**Partial Integration at the High School Level.**  
 EDRS not available  
 Volta Review, V73 N1 P42-6 Jan 1971

Descriptors: exceptional child education; aurally handicapped; regular class placement; personal adjustment; secondary school students; residential programs

Described is a program designed to facilitate the adjustment of students of Western Pennsylvania School for the Deaf to the hearing world upon graduation. The program partially integrated senior students with hearing students in a nearby regular high school, allowing the deaf students to mingle with the hearing students at lunch, in afternoon classes, and in extracurricular activities. Tables indicate the classes selected, the grades received, and where the deaf students went after graduation. (KW)

# ABSTRACT 3182

EC 03 3182 ED N.A.  
 Publ. Date Sep 71 6p.  
 Mecham, Steven R.; VanDyke, Robert C.  
**Pushing Back the Walls Between Hearing and Hearing Impaired Children.**  
 EDRS not available  
 Volta Review, V73 N6 P359-64 Sep 1971

Descriptors: exceptional child education; aurally handicapped; regular class placement; program descriptions; foreign countries; elementary school students; Canada

The ultimate goal of the integration program of the Montreal Oral School for the Deaf is described as full integration of all hearing impaired students into regular schools for the hearing. Classrooms are located in three regular school buildings, where a ratio of no more than 30 hearing impaired to 500 hearing children is maintained, to provide optimum opportunities for integration. Reported is an additional integration effort, in which five hearing impaired students were integrated with 90 regular fifth and sixth graders in an innovative open-area environment school. Quotations from the regular teachers, regular students, and teacher of the hearing impaired involved (who acted as a resource person) illustrate that the experience was felt to have been beneficial, both socially and academically. (KW)

# ABSTRACT 987

EC 04 0987 ED N.A.  
 Publ. Date Feb 72 4p.  
 Northcott, Winifred H.



**A Hearing Impaired Pupil in the Classroom.**

EDRS not available

Volta Review, V74 N2 P105-8 Feb 1972

Descriptors: exceptional child education; aurally handicapped; regular class placement; teacher role

Set forth are guidelines originally written for use in the Minnesota public schools, to help the regular teacher who has for the first time a severely hearing impaired student in her classroom. Discussion deals with effective integration of the deaf child to the class and achievement of a balance between maximum benefit from the experience for the deaf student and minimum disruption of normal classroom procedures. Touched upon are conditions affecting hearing and learning; how to secure class cooperation; optimum conditions for the deaf child's learning; and parental responsibility. (KW)

**ABSTRACT 1483**

EC 04 1483

ED N.A.

Publ. Date Apr 72

9p.

Yater, Verna

**St. Louis County Hearing Clinician Program.**

EDRS not available

Volta Review, V74 N4 P247-55 Apr 1972

Descriptors: exceptional child services; aurally handicapped; regular class placement; consultation programs; school services; program descriptions

The article describes the Hearing Clinician Program of St. Louis County, Missouri, a program designed to facilitate complete academic and social integration of children with moderate to severe bilateral sensorineural hearing losses into their regular neighborhood schools. It describes the framework which is used to provide the individualized instruction the child needs to ensure success in integration. Described are services provided by the program, operational procedures, therapy, a followup study, and a personality sub-study. (Author/KW)

**ABSTRACT 406**

EC 05 0406

ED N.A.

Publ. Date Nov 72

6p.

Auble, Lee F.

**Normalization Can Be a Reality.**

EDRS not available

Volta Review, V74 N8 P481-86 Nov 1972

Descriptors: exceptional child education; aurally handicapped; educational programs; program descriptions; regular class placement; parent school relationship; manpower needs

Difficulties of initiating programs aiming at the normalization of hearing impaired children are discussed in terms of a particular educational program and its experiences with staffing problems, with achieving regular class placement for hearing impaired children, with parent programs, and with gaining the coopera-

tion and interest of the total staff. The author emphasizes that normalization of hearing impaired children through such a program is possible. (GW)

**ABSTRACT 827**

EC 05 0827

ED N.A.

Publ. Date Jan 73

10p.

Bitter, Grant B.; Mears, Edwin G.

**Facilitating the Integration of Hearing Impaired Children into Regular Public School Classes.**

EDRS not available

Volta Review, V75 N1 P13-22 Jan 1973

Descriptors: exceptional child education; aurally handicapped; regular class placement; public schools; program planning; intervention; surveys

Described is Special Project 155 which is designed to promote the integration of hearing impaired children into regular public school classes. During the 3 year duration of the project, it is planned that the investigators will design, produce, and implement an intervention program to facilitate integration. Data are being gathered on 1300 subjects who would be involved in an integration program including deaf students, regular classroom teachers, volunteer tutors, hearing peers, and parents of deaf students. A completed state survey is said to have indicated that more than 50% of severely and profoundly deaf students are presently in a non-integrated environment. A review of the literature is included in the project. Dissemination of project materials is planned for 1974-75. (Author/DB)

**ABSTRACT 829**

EC 05 0829

ED N.A.

Publ. Date Jan 73

4p.

Owsley, Peter J.

**Can a Residential School Program Students into Public Schools?**

EDRS not available

Volta Review, V75 N1 P28-31 Jan 1973

Descriptors: exceptional child education; aurally handicapped; residential schools; regular class placement; public schools; school role; surveys

While hearing impaired students integrating into regular public school classes in the past are said to have usually come from day classes for the hearing impaired, it is recommended that residential schools also program students into public schools on a part-time or full-time basis. A survey of parents of students from Mystic Oral School in Connecticut who integrated during the period between 1959 and 1971 indicated that the children's educational and social experiences in the regular schools were generally considered to be successful and beneficial. (Author)

**ABSTRACT 1814**

EC 05 1814

ED N.A.

Publ. Date May 73

8p.

Hehir, Richard G.

**Integrating Deaf Students for Career Education.**

Exceptional Children, V39 N8 P611-8 May 73

Descriptors: exceptional child education; aurally handicapped; deaf; secondary school students; regular class placement; vocational education; program descriptions; success factors

A 2 year experimental approach was undertaken by New York State whereby 22 deaf secondary students from state supported schools for the deaf were integrated for occupational education on a half day basis in a regional public school agency called the Board of Cooperative Educational Services. The need for a coordinator to handle discipline problems, oversee practical arrangements, and counsel students soon became apparent. After one year the program was evaluated to be successful with 11 of the students making the honor roll. The coordinator was viewed as a critical element in the successful integration of the students. Preliminary reports for the second year indicate that the 28 students in the occupational program have all achieved success. (DB)

**ABSTRACT 621**

EC 06 0621

ED N.A.

Publ. Date 73

301p.

Northcott, Winifred H., Ed.

**The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years. A Guide for the Classroom Teacher and Administrator.**

EDRS not available

Alexander Graham Bell Association for the Deaf, 3417 Volta Place, N.W., Washington, D.C. 20007 (\$7.95).

Descriptors: exceptional child education; aurally handicapped; hard of hearing; regular class placement; normalization; educational philosophy; educational planning; parent role; educational trends; classroom environment; teacher role; interdisciplinary approach; administration; program evaluation; student evaluation

Systematically presented are approximately 41 readings on the philosophy, educational strategies, and parental involvement associated with integration of hearing impaired (HI) students in preprimary through secondary school classes. The introduction gives an overview of HI integrated student characteristics (such as use of residual hearing and/or a hearing aid) as well as current and future educational trends. Considered in five readings on issues and objectives of integration are the semantics of deafness, the functional ability of the child, teacher awareness of hearing aid user needs, preparation of a receptive climate for integration, and guidelines for teachers. The multidisciplinary team is focused on in eight readings which feature the integrated superintendent, integrated teach-

patterns and evaluation procedures are discussed in six readings on the supervisor's role, the hearing clinician program, a resource room program, mini- and maxi-models of inservice training, and a selection instrument. The primary years are the subject of five readings dealing with the HI child in a regular nursery school, integrated nursery schools in England, expectations for preschool children, and parental observations. Described in five readings on elementary school years are integration efforts of a school for the deaf, ways to ensure successful integration, a summer recreation program, activities for HI children, and views of an integrated student. Included among seven readings on secondary years are discussions on adjustment in adolescence, observations of a teacher-tutor, integration in high school, self-sufficiency, group activities, and college education. Parent-teacher interaction is treated with five readings on parent potential, parents' experience with integration, and an educator's view of the parent's role. Included in an appendix are forms for observation, evaluation, and assistance of the HI child in an integrated setting. (MC)

#### ABSTRACT 1572

EC 06 1572 ED N.A.  
 Publ. Date Apr 74 6p  
 Pollack, Doreen  
**Denver's Acopedic Program.**  
 Peabody Journal of Education; V51 N3  
 P180-5 Apr 1974

Descriptors: exceptional child education; aurally handicapped; deaf; infancy; early childhood; program descriptions; screening tests; hearing aids; oral communication; aural learning; parent role; regular class placement; Infant Stimulation; Denver

Summarized are eight principles of the auditory approach used by a Denver program to utilize residual hearing of the young deaf child. The following are eight implementation modes based on the principles: early detection of hearing impairment (by screening of newborns), early fitting of hearing aids (infancy), the unisensory approach (directed listening), auditory feedback, development of language following normal patterns (during preschool years), provision by parents of a normal hearing environment, individualized teaching, and early integration into schools for the normal hearing. It is maintained that the majority of children in the Denver program have successfully integrated into regular public school classes with outpatient support, and that negative public opinion toward the auditory approach is due to ignorance of benefits from early use of hearing aids, improper fit or inappropriate use of hearing aids, and the assumption that vision and audition can be trained simultaneously. (MC)

#### ABSTRACT 1727

EC 06 1727 ED N.A.  
 Publ. Date Apr 74 1p.  
 Jones, Ray L.; Murphy, Harry J.

Phi Delta Kappan; V55 N8 P542 Apr 1974

Descriptors: exceptional child education; aurally handicapped; deaf; college students; regular class placement; deaf interpreting

Described is a program of California State University at Northridge which integrates deaf college students into the regular program through the use of interpreters. Benefits of the program to deaf students are given to include local access to higher education and daily contact with the nonhandicapped, while benefits to the nonhandicapped are seen to include learning about the handicapped and expecting integrated occupational situations following graduation. (DB)

#### ABSTRACT 1888

EC 06 1888 ED N.A.  
 Publ. Date May 74 4p.  
 Strattnier, Mary Jane  
**Deaf and Hearing Children Learn Together--An Australian Model.**  
 Young Children; V29 N4 P231-4 May 1974

Descriptors: exceptional child education; aurally handicapped; deaf; early childhood education; regular class placement; foreign countries; parent child relationship; language development; program descriptions; Australia

Described is a preschool program in Australia which integrates deaf and hearing children, provides special language instruction for deaf children, and encourages parents to participate in the child's instruction. Noted are the physical setting (which includes the child care center and the center education of deaf children in the same building), the convenient location to encourage parent participation, and the required involvement of both of the deaf child's parents. Described are a language lesson taught by a mother to her 4-year-old deaf son. (DB)

#### ABSTRACT 2586

EC 06 2586 ED N.A.  
 Publ. Date Sum 74 3p.  
 Harrington, John D.  
**The Integration of Deaf Children and Youth Through Educational Strategies. Why? When? How?**  
 Highlights; V53 N2 P6-8 Sum 74

Descriptors: exceptional child education; aurally handicapped; deaf; elementary school students; secondary school students; resource teachers; teacher role; normalization (handicapped); regular class placement; student evaluation; evaluation criteria; student placement; New York

Discussed are the integration policies of the New York City Board of Education, the philosophical basis for mainstreaming as it relates to deaf elementary and secondary school children, and described are specific steps in, and criteria for the integration process in New York City Schools. Factors to be considered when mainstreaming the deaf child, such as

although mainstreaming for the severely language impaired child is not recommended. It is emphasized that deaf children should be integrated as early as possible to maximize their success in social and learning situations; and a process for integration of a deaf child below eighth or ninth grade, which includes observation and evaluation of the child and planning for special services with the classroom teacher, is outlined. Suggested are evaluation criteria such as functional lip reading, hearing aid usage, and social skills. New York City is reported to have a continuum of placement settings for the deaf. A list of duties for the regular class resource teacher when working with deaf students is included. (BA)

#### ABSTRACT 645

EC 07 0645 ED N.A.  
 Publ. Date Dec 74 3p.  
 Estes, June  
**Children Develop Language to Relate to the Hearing World.**  
 Volta Review; V76 N9 P559-61 Dec 1974

Descriptors: exceptional child education; aurally handicapped; hard of hearing; resource teachers; program descriptions; remedial programs; academic achievement; electromechanical aids

Briefly described is a resource program for hearing impaired children (3 to 14 years old) who require teaching in communication skills or academics to supplement their regular classroom instruction. Program features, such as funding sources, use of a mobile unit, and staffing, are discussed. It is reported that teachers use an FM auditory training unit which enables students to hear the teacher wherever he/she may be, and that the program emphasizes academics. (GW)

#### ABSTRACT 1814

EC 07 1814 ED N.A.  
 Publ. Date Feb 75 2p.  
 Mccay, Vernon  
**Integration or Mainstreaming.**  
 American Annals of the Deaf; V120 N1  
 P15-6 Feb 1975

Descriptors: exceptional child education; aurally handicapped; deaf; regular class placement; success factors

A system developed by R. Holcomb is contrasted favorably with other unplanned efforts at mainstreaming deaf children that are said to result in irreversible educational and psychological damage. It is maintained that mainstreaming can help a significant percentage of deaf children only if total communication is used, if preschool children and parents are involved, if programs are well graded, if administrators and staff understand the educational needs of hearing impaired students, and if the hearing impaired children are near the grade level of the classes in which they are mainstreamed. (GW)

#### ABSTRACT 1816

EC 07 1816 ED N.A.  
 Publ. Date Feb 75 9p.  
 Craig, William N.; Salem, James M.



ing Students: Residential School Perspectives.

American Annals of the Deaf; V120 N4 P28-36 Feb 1975

Descriptors: exceptional child research; aurally handicapped; deaf; residential schools; surveys; regular class placement;

Residential school facilities have become increasingly aware of the possibilities for integrating deaf with hearing students. Potentially, deaf students who spend part of the day with hearing students should improve in such areas as communication capabilities, social awareness, academic skills and vocational competency. The development of partial integration in 22 residential schools, and the interest shown by 17 additional residential schools, strongly suggest that at least some of the objectives are being met. (Author)

#### ABSTRACT 1838

EC 07 1838 ED N. A.  
Publ. Date Mar 75 3p  
Nobor, Linda W.

**An In-Service Program for Integrating Hearing Impaired Children.**

Volta Review; V77 N3 P173-5 Mar 1975

Descriptors: exceptional child education; aurally handicapped; deaf; instructional media; inservice education; parents; administrators; inservice teacher education; regular class placement;

The Hearing Impaired Formal In-Service (HI-FI) Program has been developed by the Northeast Regional Media Center for the Deaf to be used as the basis of an inservice program to facilitate mainstreaming, or integration, of severely hearing impaired children into the public school environment. Consisting of a manual, a set of transparencies, an audio cassette, and a video tape recording, the program is targeted for classroom teachers, school district personnel, and parents. Suggestions for parental input are emphasized. Copies of HI-FI are available from the National Center for Educational Media and Materials for the Handicapped, Ohio State University, Columbus 43210. (Author)

#### ABSTRACT 2523

EC 07 2523 ED N. A.  
Publ. Date May 75 12p  
Rister, Anne

**Deaf Children in Mainstream Education.**

Volta Review; V77 N5 P279-90 May 1975

Descriptors: deaf; preschool education; academic achievement; regular class placement; followup studies; exceptional child research; aurally handicapped; oral communication; special education; program effectiveness;

A longitudinal followup study of 88 deaf children (6- to 16-years-old) who were former students in an oral preschool program was conducted to compare the characteristics of those who went on to regular education and those in special education classes. Information regarding the present school status of Ss was ob-

tained from parents and schools. Findings revealed that 63% of the Ss attended regular education classes and 38% were in special education. School personnel reported achievement as adequate (within 1 year of grade expectancy) for 64% of all Ss, for 6% of Ss in special education, and for 81.9% of those in regular education classes. Among conclusions were that preschool education had been beneficial for the Ss studied. (LS)

#### ABSTRACT 2554

EC 07 2554 ED N. A.  
Publ. Date Apr 75 6p  
Vernon, Mccay

**Major Current Trends in Rehabilitation and Education of the Deaf and Hard of Hearing.**

Rehabilitation Literature; V36 N4 P102-7 Apr 1975

Descriptors: deaf; hard of hearing; trend analysis; educational programs; rehabilitation programs; exceptional child services; aurally handicapped;

Ten trends affecting the deaf are analyzed briefly. The trends relate to the areas of total communication, integration (mainstreaming), public information, mental health, interpreting services, international cooperation, changing causes of deafness, the state of the economy and the changing nature of work and life. Conclusions such as the following are asserted: the involvement of deaf persons and the parents of deaf children in decision making in education and rehabilitation is the primary factor leading to improvement in services and opportunities for deaf persons; and more complex service problems are caused by the fact that medical advances are leading to a higher percentage of deaf children being born multiply handicapped and with a history of prelingual onsets of deafness. (GW)

#### ABSTRACT 3455

EC 07 3455 ED N. A.  
Publ. Date Sep 75 5p  
Fallis, John R.

**The Key to Integrated Learning for Children Who Are Hearing Impaired.**

Volta Review; V77 N6 P363-367

Descriptors: aurally handicapped; regular class placement; oral communication; exceptional child education; elementary secondary education;

An administrator in a public school district (near Seattle, Washington) which has a successful multi-district integration program for the hearing impaired, concludes that hearing impaired children who can benefit from a normal classroom experience should be integrated with their hearing peers as early as possible. He observes that the school administrator, the teacher, the principal, and the parent are instrumental in the success of an integration program. Commitment from and cooperation among the specialized staff, the regular teachers, the district, the state, and the community are considered essential ingredients for an effective program, as is the proper implementation of team-teaching, amplification equipment, and available space. (Author/LS)

EC 07 3457 ED N. A.  
Publ. Date Aug 75 5p  
Brill, Richard G.

**Mainstreaming: Format or Quality?**

American Annals of the Deaf; V120 N4 P377-381

Descriptors: deaf; regular class placement; educational trends; educational needs; aurally handicapped; exceptional child education; elementary secondary education; incidence;

The superintendent of a school for the deaf discusses the trend toward mainstreaming and offers several reasons why the special needs of the typical deaf child cannot be adequately met in the regular classroom. To support his conclusions, the author points out the tremendous communication handicap of prelingually deaf children, the relatively low incidence of deafness, and the need for teachers of the deaf to have special competencies. (LS)

#### ABSTRACT 3726

EC 07 3726 ED N. A.  
Publ. Date Oct 75 7p  
Porter, Geraldine

**The Missing Vital Dimension in Successful Integration.**

Volta Review; V77 N7 P416-422

Descriptors: aurally handicapped; regular class placement; program descriptions; early childhood education; elementary education; exceptional child education;

Described is the integration program developed at the Oralingua School for the Hearing Impaired (Whittier, California) which focuses on continual preparation of the classroom teacher and administration. Factors discussed include the child's gradual preparation for integration into his neighborhood school, and the role of a trained liaison person (cooperative teacher) from Oralingua within the regular classroom. (Author/LS)

#### ABSTRACT 3801

EC 07 3801 ED N. A.  
Publ. Date Feb 75 4p  
Coleman, Patricia G.; And Others

**A Severely Hearing Impaired Child in the Mainstream.**

Teaching Exceptional Children; V8 N1 P6-9

Descriptors: aurally handicapped; regular class placement; teaching methods; exceptional child education; elementary education;

A severely hearing impaired 9-year-old girl has been successfully mainstreamed in a regular classroom featuring a data-based model of instruction in a large open space environment. (Author/CL)

#### ABSTRACT 3822

EC 07 3822 ED N. A.  
Publ. Date Oct 75 4p  
Nobor, Linda W.

**The Hearing-Impaired Formal In-Service (HI-FI) Program.**

Language, Speech, and Hearing Services in Schools; V6 N4 P187-190

Descriptors: deaf; regular class placement; inservice teacher education; ex-

capped, elementary secondary education, workshops, teachers, Hearing Impaired Formal Inservice Program.

Described briefly are the contents and availability of the HI-FI (Hearing Impaired Formal In Service) Program which was designed to be used as the basis for an inservice education workshop on mainstreaming severely hearing impaired children (HS).

# ABSTRACT 2685

EC 03 2685 ED 03 2685  
 Publ. Date 74 51p.  
**Special Education Early Childhood Project in Fort Worth Independent School District, Title VI, ESEA, Final Report.**  
 Fort Worth Independent School District, Texas.  
 Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.  
 EDRS mf,lc

Descriptors: exceptional child research; disadvantaged youth; learning difficulties; early childhood education; intervention; preschool children; diagnostic teaching; regular class placement; demonstration projects; Texas; Elementary and Secondary Education Act Title VI.

Described is the special education component of an early childhood education project for culturally disadvantaged preschool children. The component's purpose was to determine if children deviating from their peers could be educated as an integral part of the regular class. Children with an IQ under 80 were provided individual prescriptions in the regular classroom by a teacher assistant. Language development prescriptions were provided outside the classrooms for children with gross motor problems, learning disabilities, or immature speech. Instructional strategies and content in the areas of social and emotional development, motor development, language development, and parent education are detailed. Evaluation showed that the special education students had posttest mean scores only slightly below those of the other children and above those of the day care and kindergarten comparison groups. Greatest gains were made by 3-year-olds. Most of the children entering with IQ's under 80 were able to enter regular first grade classes. It was concluded that individual and language development prescriptions were successful and that early childhood programs can accommodate children deviating from their peer norm in the same classroom. (See ED 046 174, EC 031 258 for project's interim report.) (KW)

# ABSTRACT 2700

EC 05 2700 ED N.A.  
 Publ. Date Aug 73 6p.  
 Lewis, Eleanor Grater.  
**The Case for 'Special' Children.**  
 EDRS not available  
 Young Children; V28 N6 P369-74 Aug 1973

Descriptors: exceptional child education; handicapped children; early childhood education; regular class placement; program descriptions

Sixty-three handicapped (physically, emotionally, or mentally) children have been integrated during the last 12 years into a regular nursery and kindergarten preschool program in Massachusetts. The handicapped children have usually comprised between 20 and 30% of the total school enrollment. Each class has been led by an accredited teacher with

the aid of one or more volunteer assistants. The school has been organized to allow for maximum flexibility in programming while maintaining competitive tuition fees. Normal children have been encouraged to accept the handicapped children, and no normal child has been withdrawn due to the integrated program.

# ABSTRACT 1850

EC 06 1850 ED 090 745  
 Publ. Date 74 64p.  
 Gorelick, Molly, C., Comp.; Brown, Patricia A., Comp.  
**Preschools Willing to Integrate with Handicaps, Directory 1974.**  
 California State Univ., Northridge, Preschool Lab.  
 EDRS mf,lc

Descriptors: handicapped children; early childhood education; directories; private schools; exceptional child education; regular class placement; Los Angeles

The directory provides information on 59 state licensed private nursery schools in Los Angeles County which have indicated a willingness to accept children with handicaps. Given in the listing for each school are name, phone, address, capacity enrollment, ratio of adults to children, total number of teaching staff, number of volunteers, number of credentialed teachers, number of Children's Center Permit teachers, schedule and monthly tuition, whether children with physical or mental handicaps presently attend the school, and specific handicaps the school is willing to accept (listed are autism, epilepsy, partial deafness, partial blindness, profound deafness, total blindness, emotional disturbance, orthopedic handicap, mild cerebral palsy, severe cerebral palsy, Down's Syndrome, mild mental retardation, and severe mental retardation. (DB)

# ABSTRACT 210

EC 07 0210 ED N.A.  
 Publ. Date Oct 74 5p.  
 Winkelstein, Ellen and Others.  
**Early Childhood Educational Objectives for Normal and Retarded Children.**  
 Mental Retardation; V12 N5 P41-5 Oct 1974

Descriptors: handicapped children; early childhood education; regular class placement; educational objectives; exceptional child education; behavioral objectives;

Stressed is the need to rethink our approach to educational objectives in order to deal with the integration of special needs children into regular classrooms. In this model, early childhood educational objectives are viewed as the same for normal and retarded children with variations only in the degree of achievement. A means by which the classroom teacher can construct educational objectives that cover a wide range of behavior and ability levels is described and charted. (Author/DB)

# ABSTRACT 294

EC 07 0294 ED 098 736  
 Publ. Date 73 7p.  
 Gorelick, Molly C.

# Are Preschools Willing to Integrate Children with Handicaps? Careers in Integrated Early Childhood Programs.

California State Univ., Northridge, Preschool Laboratory, Home Economics Dept.  
 Social and Rehabilitation Service (DHEW), Washington, D. C.  
 EDRS mf,lc

Descriptors: preschool education; regular class placement; surveys; normalization (handicapped).

A questionnaire was sent to 230 private nursery schools in Northwest Los Angeles County to determine the schools' willingness to enroll children with handicaps. Of the 72 schools that responded, 60 were agreeable to having children with handicaps referred to them, 27 had children presently attending with physical handicaps and 17 had children with mental handicaps. Reasons cited for not accepting handicapped children were lack of trained staff (29 schools), inappropriate facilities (15), and lack of appropriate license (10 schools). Respondents were most willing to accept partially deaf children and least willing to accept severely mentally retarded children. (LS)

# ABSTRACT 368

EC 07 0368 ED 097 794  
 Publ. Date 74 8p.  
 Gorelick, Molly C.  
**Developmental Teacher Competency Checklist, Careers in Integrated Early Childhood Programs.**  
 California State University, Northridge, Preschool Laboratory, Home Economics Department.  
 EDRS mf,lc

Descriptors: early childhood education; performance based teacher education; regular class placement; teacher education; inservice teacher education; teacher evaluation; check lists; class management; student evaluation; program planning; student teacher relationship; behavior rating scales;

The developmental teacher competency checklist is designed to facilitate planning of individualized pre- and inservice teacher training programs for teachers of integrated classes of normal and handicapped students. The checklist, which is suitable for self evaluation and for supervision, applies a five level rating scale to the following competency areas: classroom management, assessment, program design and planning, teacher-child relationships and management, staff and co-worker relations, professional work habits, parent relationships, and community relationships and resources. Examples of specific competencies evaluated are: checking safety of equipment and materials and notifying director of problems (classroom management); analyzing and revising learning opportunities based on child's responses and needs (program design and planning); and providing for and managing diversity in the psycho-motor domain in normal, blind, deaf, orthopedically disabled, and other handicapped children (teacher/child relationships and management). (LC)

Publ. Date Jan/Feb 75 3p  
Cohen, Shirley  
**Integrating Children with Handicaps Into Early Childhood Education Programs.**  
Children Today; V4 N1 P15-7 Jan/Feb75

Descriptors: exceptional child education; handicapped children; preschool education; regular class placement; peer acceptance; changing attitudes; individualized instruction; teacher role; program development; educational needs; success factors;

Preschool programs, such as Head Start, can offer handicapped children valuable play and learning experiences among normal peers. Factors to consider when integrating handicapped children into regular early childhood programs include recognizing the feelings of students, parents, and staff members about the handicapping condition, maximizing acceptance and support and minimizing competition between children, and individualizing the program to meet the handicapped child's needs. Teachers may need to break learning tasks into simplified components, work with the handicapped child initially, and teach socialization skills. The student teacher relationship can help to shape positive peer reactions to the handicapped child, and the teacher should be creative in adapting the school environment so that full participation by handicapped preschoolers is encouraged. Specialized services (such as physical therapy for children with cerebral palsy) may need to be added to the regular program or offered elsewhere. (LH)

#### ABSTRACT 1898

EC 07 1898 ED N. A.  
Publ. Date 73 98p  
Hennon, M. L.  
**Identifying Handicapped Children for Child Development Programs.**  
Humanities Press, 881 Peachtree Street, Suite 114, Northeast Atlanta, Georgia 30309

Descriptors: exceptional child education; handicapped children; preschool education; regular class placement; identification; screening tests; educational diagnosis; student placement; interdisciplinary approach; guidelines.

The manual details rationale and procedures for including exceptional children in normal preschool programs. Profiles of emotionally, physically, and mentally handicapped children are reviewed. Discussed and illustrated on a flow chart are four procedures in identifying handicapped children: the appraisal survey (including community notification and follow-up), screening (including consultant selection and record keeping), assessment (involving such actions as parent conference and child observation), and diagnostic planning (including establishing a selection committee to consider eligibility and referral to other agencies). Three appendixes provide a list of resources and service agencies that work with handicapped children, references and a sample assessment report. (CI)

Publ. Date 74 69p  
Eldman, Beverly  
**Hospital Head Start University Affiliated Program for Handicapped and Non-handicapped.**  
Pacific Oaks Coll., Pasadena, Calif.  
EDRS mf:hc

Descriptors: handicapped children; economically disadvantaged; regular class placement; inservice teacher education; cooperative programs; exceptional child education; disadvantaged youth; preschool education; demonstration projects; professional education; health services; parent role; head start;

A model program designed to integrate 6 handicapped with 9 nonhandicapped preschoolers in a training hospital setting was set up through the cooperative efforts of Head Start and the University Affiliated Program (UAP) at Children's Hospital (Los Angeles, California). The program offered a combination of comprehensive health care and integrated educational services to low-income children and their families and provided interdisciplinary inservice training in special education to both Head Start and UAP staff members. Training consisted of seminars on subjects such as classroom techniques, information regarding handicapping conditions, staff attitudes toward the handicapped child, and skills in working with parents as well as through observation and direct classroom participation with the children and their parents. Parent involvement, participation, and education was accomplished through activities such as parent meetings on subjects including child development and speech development; workshops on topics such as nutrition; and special events such as trips to the zoo and the neighborhood library. (Included is a bibliography of 47 references which usually list author, title, publisher, and publication date.) (LH)

#### ABSTRACT 3081

EC 07 3081 ED 108426  
Publ. Date Jan 75 296p.  
Wynne, Suzan; And Others  
**Mainstreaming and Early Childhood Education for Handicapped Children: Review and Implications of Research.**  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C. Division of Innovation and Development.

Office of Education (DHEW), Washington, D. C.  
EDRS mf:hc

Descriptors: handicapped children; early childhood education; regular class placement; research needs; bibliographies; exceptional child research; research reviews (publications); abstracts; intervention; research methodology; educational trends; program development;

Presented are results of a project which reviewed and critically analyzed the research literature and produced a bibliography of 291 books, reports, and articles related to the mainstreaming of preschool handicapped children. It is explained that major project activities in-

cluded, and visiting local preschool programs. Discussed in the first half of the document are historical trends in the education of handicapped children, issues in early intervention and in early childhood mainstreaming, and problems in the research methodology. Summarized are considerations in developing an integrated early childhood program, and issues involved in a child's transition from such a program to an elementary school. Among conclusions reported are that the value of an intervention program depends on the degree to which that program focuses on the child's special needs, and that greater public financial support is needed. Recommendations are also made regarding census taking by the states, future policies of the Bureau of Education for the Handicapped, and research needs. The second half of the document consists of the bibliography (many entries are abstracted), with author and subject indexes. (IS)

#### ABSTRACT 3229

EC 07 3229 ED N. A.  
Publ. Date Jul 75 10p.  
Klein, Jenny W.  
**Mainstreaming the Preschooler**  
Young Children; V30 N5 P317-26 Jul 75

Descriptors: exceptional child education; handicapped children; preschool education; regular class placement; identification; effective teaching; success factors; Head Start;

Experiences with the mainstreaming of handicapped preschoolers in Head Start programs are described in responses to the following questions: When did Head Start begin to mainstream? How are handicapped children identified? How has mainstreaming worked? What are the most important things to bear in mind? and What has been the impact of mainstreaming? For example teachers are encouraged to employ such methods as breaking down tasks into small components, being alert for any child in the group who seems to be cruel or over-protective, and giving parents encouragement and support. It is concluded that even the most severely impaired children can benefit from integrated preschool programs. (GW)

#### ABSTRACT 3745

EC 07 3745 ED 112558  
Publ. Date 75 30p.  
Bricker, Diane D.; Bricker, William A.  
**Non-Categorical Education for the Preschool Child.**  
EDRS mf:hc

Descriptors: intervention; regular class placement; program descriptions; child development; exceptional child education; infancy; preschool education; educational alternatives; parent education; maturation; Developmental Disabilities;

Described is an innovative program of noncategorical education for both normal and developmentally delayed infants and preschool children. Focused upon are such aspects of program design and operation as early intervention, integration

of delayed and nondelayed toddlers and preschoolers matched on the basis of developmental level rather than chronological age, parent involvement and education, and developmental programming. It is noted that the educational curriculum covers sensorimotor, motor, social and language development for infants, toddlers, and preschoolers. Administration of the infant and parent training components are discussed, daily program activities for toddler and preschool classes are outlined, and the rationale for developmental programming is explained. (LH)



EC 501 089 ED N.A.  
 Publ. Date May 70 2p  
 Flynn, Tim M.; Flynn, Lynda A.  
**The Effect of a Parttime Special Education Program on the Adjustment of EMR Students.**  
 EDRS not available  
 Exceptional Children, V36 N9 P680-1 May 1970

Descriptors: exceptional child research; mentally handicapped; program evaluation; educable mentally handicapped; social adjustment; regular class placement; special programs; tutoring; personal adjustment; program effectiveness

To determine if the personal and social adjustment of educable mentally retarded students in a regular elementary class is improved by placement in a parttime special education program, an evaluation was made on a program consisting of a daily supplemental 45 minute class period of small group and individual tutoring. Results indicated no significant difference between special class and non-special class students on performance on the School Adjustment Scale, and showed a significantly greater percentage (p less than .01) of non-special class students than special class students being promoted to the next grade at the end of the school year. (RD)

#### ABSTRACT 1423

EC 04 1423 ED N.A.  
 Publ. Date 72 3p  
 Parkin, Arlon E.  
**Mainstreaming the Educable Mentally Retarded Student.**  
 EDRS not available  
 Bureau Memorandum, V13 N3 P14-5 Spr 1972

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; regular class placement; elementary school students; program descriptions

Mainstreaming, or the educating of handicapped children primarily within the regular education system rather than solely in self-contained special schools and classes, is discussed by the principal of an elementary school containing 380 normal and 100 educable mentally retarded (EMR) students. He explains why the school considered mainstreaming, the two ways in which it was accomplished (total and part time integration), and the results. Evaluation showed that the academic achievement of the EMR students in the program increased significantly over a year, and in the majority of academic areas, the experimental group's gains significantly exceeded those of the EMR control group. Personnel involved felt that the social integration of the EMR students was successful also. (KW)

#### ABSTRACT 1424

EC 04 1424 ED N.A.  
 Publ. Date 72 3p  
 Adams, Clarice  
**A Program for Mainstreaming at Stevens Point.**

EDRS not available  
 Bureau Memorandum, V13 N3 P9-11 Spr 1972

Descriptors: exceptional child education; educable mentally handicapped; mentally handicapped; regular class placement; intermediate grades; educational planning; teacher role; program descriptions

Described is how some of the older educable mentally retarded (EMR) students at an elementary school were mainstreamed, or integrated into regular classes on a full or part time basis. Since the school is philosophically committed to the idea of individually guided education, has open classrooms, and practices grouping techniques and team teaching, this meant that the EMR students would become members of many groups, have to relate to several teachers, and move to different areas during the day rather than staying in one classroom. Summarized briefly are the generally successful academic and social integration of the EMR students, and the planning which went into determining the best learning experiences for each student. Examined is the role of the special education teacher in this planning, particularly in relation to the other regular teachers. (KW)

#### ABSTRACT 1425

EC 04 1425 ED N.A.  
 Publ. Date 72 3p  
 Rosenkranz, Catherine  
**An Experimental Program for Mainstreaming in Three Types of Elementary Schools.**  
 EDRS not available  
 Bureau Memorandum, V13 N3 P14-6 Spr 1972

Descriptors: exceptional child research; educable mentally handicapped; mentally handicapped; regular class placement; elementary school students; administrative organization; academic achievement; peer acceptance; self concept; attitudes

Three different types of neighborhood elementary school settings were used in the study of the feasibility and desirability of mainstreaming (integrating into regular classes) educable mentally retarded (EMR) students. One school had traditional self-contained classrooms, one was a new facility of open design with children divided into three learning pods, and one was a multi-unit school which had initiated mainstreaming the previous year. Children ranged from 7-9 years at two schools and 7-11 at the third (IQ range 61-80). Randomly selected students in a self-contained traditional special class served as controls. Evaluation results after 1 year showed significant academic improvement in all three experimental groups over controls; EMR students were infrequently chosen as friends by peers but were well accepted by teachers; students' self concept and attitude toward school varied, with no group having a negative average score; parents were most pleased with the open concept school and least pleased with the self-contained EMR class; and teachers'

subjective evaluation was very enthusiastic. (KW)

#### ABSTRACT 1596

EC 04 1596 ED N.A.  
 Publ. Date Mar 72 4p  
 Ingold, Jeanette  
**Where Handicaps are Forgotten.**  
 EDRS not available  
 American Education, V8 N2 P25-8 Mar 1972

Descriptors: exceptional child education; handicapped children; handicapped; vocational education; program descriptions; regular class placement

Briefly described is the vocational training program at the Missoula Technical Center, Montana. Regular class placement is the rule for handicapped and normal students alike. The school's working philosophy is based on the premise that the individual prepared for life in society will know how to be independent and how to solve his own problems as much as possible. In order to help the handicapped student achieve this preparation, informal counseling sessions are available at any time, and regular students are paired with the handicapped students for any needed tutoring. Some of the staff are themselves handicapped. (CB)

#### ABSTRACT 1654

EC 04 1654 ED 060 609  
 Publ. Date Jan 72 90p  
 Schwartz, Louis and Others  
**Innovative Non-Categorical Interrelated Projects in the Education of the Handicapped: Proceedings of the Special Study Institute (Washington, D.C., October 14-15, 1971).**  
 Florida State University, Tallahassee, College of Education  
 Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.  
 EDRS not available

Descriptors: exceptional child education; handicapped children; program proposals; regular class placement; teacher education; conference reports

The majority of the conference reports on education of the handicapped focuses on regular class placement and teacher education. Presented concisely are 21 program proposal descriptions with funding source, project dates, objectives, philosophy, procedures and evaluation, and literature influencing project. Representative projects concern special education in the regular classroom, a competency-based model training program, training programs for preparation of curriculum specialists for exceptional children, training programs for both special education teachers and regular teachers to meet the needs of exceptional children, consulting teacher programs, and diagnostic and prescriptive teacher projects. Concluding the proceedings are short discussion summaries on process and product of change in education of

the handicapped as they relate to colleges and universities; program evaluation; preschool; local school system; and State Department of Education. (CB)

#### ABSTRACT 44

EC 05 0044 ED N A  
 Publ. Date Sep 72 7p.  
 Budoff, Milton  
**Providing Special Education Without Special Classes.**  
 EDRS not available  
 Journal of School Psychology; V10 N2  
 P199-205 Sep 1972

Descriptors: exceptional child education; handicapped children; regular class placement; educational needs; administration

Discussed is the impetus and logic for maintenance or reintegration of marginally inadequate students in regular class programs. Development of flexible supporting systems is urged to provide for the students' special educational needs and to replace sole reliance on special classes. Nongraded school organization and broad age span, achievement, and ability levels are said to allow for more flexible educational options. Recommended as mandatory are provisions for continuing inservice training and support for teachers and administrators. It is noted that school psychologists can be primarily responsible for formulating strategies for alternative educational plans for marginally inadequate students. (Author/KW)

#### ABSTRACT 697

EC 05 0697 ED N A  
 Publ. Date Win 73 4p.  
 Rosenkranz, Catherine  
**Another Look at Mainstreaming.**  
 EDRS not available  
 Bureau Memorandum, V14 N2 P31-4  
 Win 1973

Descriptors: exceptional child education; educable mentally handicapped; mentally handicapped; regular class placement; program effectiveness; program evaluation; academic achievement; resource teachers; demonstration projects; Wisconsin

The report summarizes the results of four Title VI-B projects for educable mentally retarded (EMR) students and illustrates how mainstreaming (integration into regular classes on at least a part time basis) of EMR students is being implemented by several school districts in Wisconsin. Projects described include experimentation with an engineered classroom approach at the high school level in Stevens Point as readiness for integration into regular classes; the Ozaukee County middle school semi-resource room approach for mainstreaming 10 EMR students 11-14 years of age; Janesville's mainstreaming classrooms which use the special education teacher as a member of a team in a multi-unit

and an open concept school and as ancillary support in a regular school; and mainstreaming in an open concept elementary school in Wausau. Academic gains of students in all four programs is reviewed. Although numerous advantages of mainstreaming over self-contained special classrooms were cited in all projects, including good academic progress for many EMR students, it is also noted that mainstreaming is not appropriate for all students and that some did not achieve at their anticipated potential (KW)

#### ABSTRACT 850

EC 05 0850 ED N A  
 Publ. Date Win 72-73 10p.  
 Kraft, Arthur  
**Down with (Most) Special Education Classes!**  
 EDRS not available  
 Academic Therapy; V8 N2 P207-16 Win 72-73

Descriptors: exceptional child education; handicapped children; regular class placement; student placement; special classes; educational philosophy

Discussed are undesirable proliferation of special education classes and some possible alternatives which could increase the number of children able to remain in regular classes. Special classes are recommended only for trainable and low-level educable mentally retarded children on a permanent basis and for the severely physically handicapped on a temporary basis. High-level educable, functionally retarded, emotionally disturbed, and neurologically handicapped students are said to belong in regular classes. Rationale for segregation in school is said to be whether the child is apt to be segregated in his adult life. Some suggested methods of handling these students in regular classes include modified programs, tutors, aides, better teacher training, use of behavior management techniques, part time temporary rooms for special help, and new administrative organization of classrooms. (KW)

#### ABSTRACT 1170

EC 05 1170 ED 072 604  
 Publ. Date Dec 71 63p.  
**A Design for a Continuum of Special Education Services, Interim Report.**  
 Maryland State Department of Education, Baltimore. Division of Instruction  
 EDRS mf,he

Descriptors: exceptional child research; handicapped children; elementary education; regular class placement; individualized instruction; teachers; principals; special education teachers; resource teachers; role perception; academic achievement

Reported were data from the first year of a 2-year project in which four elementary schools implemented a new organizational pattern that stressed individualized

instruction and maintenance of mild to moderately handicapped children in regular classrooms. Schools were selected on the basis of the following criteria: school population of 600 to 900 students; existing psychological services and speech and hearing services; availability of space; and willingness of teachers and principals to implement the project model. Teachers selected to participate in the study were trained over a period of 30 weeks. Data from questionnaires were found to show an overall acceptance of the experimental design by principals, regular education teachers, and special education teachers, and to indicate that role perception of personnel in experimental schools was much different from that of controls. It was reported that handicapped children in the experimental schools received more services than their controls, and that more handicapped pupils were served under the new design. Pre- and posttest data indicated that experimental groups scored significantly better than the control population on comprehension tests, although there were no significant differences between groups on vocabulary test scores. (GW)

#### ABSTRACT 1246

EC 05 1246 ED 073 592  
 Publ. Date (72) 26p.  
**Handicapped Children in the Regular Classroom.**  
 Fountain Valley School District, California  
 EDRS mf,he

Descriptors: exceptional child research; educable mentally handicapped; learning disabilities; regular class placement; effective teaching; mentally handicapped; resource teachers; individualized instruction; reading; mathematics; academic achievement; self concept

Reported was a project in which 60 educable mentally retarded (EMR) and 30 educationally handicapped (EH) elementary school students were placed in regular classrooms to determine whether they could be effectively educated in those settings. Effective education was defined in terms of improvement in reading, mathematics, student and teacher acceptance, and self-concept. Students were provided with individually prescribed programs based on daily assessment and prescription by a resource teacher, who also worked with regular classroom teachers to coordinate pupils' programs with regular class activities. Regular classroom teachers attempted to help handicapped students feel that they were valuable class members. EMR Ss were reported to have made an average of 9 months growth in reading and 12 months growth in mathematics achievement. It was found that EH students made an average of 11 months growth in reading and 12 months growth in mathematics achievement. Osgood's Semantic Differential Scale showed no differences in teachers' overall perception of handicapped versus nonhandicapped students.

On the Auditory Self Concept Measuring Instrument, 77% of the EMR students and 86% of the EH students were reported to have reached criterion level. When the Stick Figure Test was used to measure self concept, 96% of the EMR and 100% of the EH students were found to have reached criterion levels. (Author/GW)

#### ABSTRACT 1507

EC 05 1507 ED N.A.  
Publ. Date Spr 73 6p.  
Kirby, Donald F.  
**Renovate, Rejuvenate, and Release: A Plan to Abolish the Special Class.**  
EDRS not available  
Pointer: V17 N3 P170-5 Spr 1973

Descriptors: exceptional child education; educationally disadvantaged; educable mentally handicapped; emotionally disturbed; learning disabilities; elementary school students; learning laboratories; instructional materials centers; regular class placement; program descriptions

A program based on the use of a learning center for educationally handicapped elementary school children (educable mentally handicapped, emotionally handicapped, or learning disabled) has led to the abolishment of special classes in one community. Goals for the center include the continuous diagnosis, prescription, and remediation of educational handicaps. The three room complex has the capability of serving up to 100 children and is staffed by four professionals. The pre-academic program consists of motor sense, and experiential training components. The academic program includes individualized remediation of the communication skills (math, reading, writing) for students capable of grade level achievement and an appropriate curriculum for students not expected to achieve at grade level. Activity stations and a group guidance class are also part of the program. Major accomplishments after two years of the program include the psychological and physical reintegration of handicapped children into the school mainstream. (DB)

#### ABSTRACT 1698

EC 05 1698 ED 074 678  
Publ. Date (73) 211p.  
Deno, Evelyn N., Ed.  
**Instructional Alternatives for Exceptional Children.**  
Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children  
National Center for the Improvement of Educational Systems (DHEW/OE). Washington, D. C.  
EDRS mf, hc  
OEG-0-9-336-005(725)

The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$2.50).

Descriptors: exceptional child education; handicapped children; regular class

placement; innovation; educational trends; classification; program evaluation; team teaching; incidental learning; teacher education; resource teachers

The monograph presents 15 papers on the provision of special education services within the regular classroom. Common areas of concern of many of the authors include the following: the separation of the regular and special education systems is not educationally sound; traditional ways of labeling handicapped children are of limited educational value; evaluation of outcomes of educational intervention is a public concern; the team approach to diagnosis and treatment has not been as effective as anticipated; and much of the child's learning takes place outside the school. The first section on programs training service strategists presents a paper on each of the following five models: statistician, learning problems, consulting teacher, diagnostic prescriptive teacher, and classroom specialist. Resource systems are discussed in four papers of the second section which present precision teaching at both the elementary and secondary levels, a resource system for the educable mentally handicapped, and a general special education resource teacher model. Considered in the third section on structural change approaches are structural reform in an elementary school, structural reform in a total school district, preparing handicapped children for regular class participation, and clarifying sub-system service responsibilities. The final section offers commentaries on future directions and innovations. (DB)

#### ABSTRACT 266

EC 06 0266 ED N.A.  
Publ. Date Sep 73 4p.  
Creswell, Dean  
**Integration Is a Two-Way Street.**  
EDRS not available  
Education Canada; V13 N3 P4-7 Sep 1973

Descriptors: exceptional child education; mentally handicapped; regular class placement; special classes; program descriptions

A pilot program has integrated mentally retarded children into special classes within local public schools in Saskatoon, Saskatchewan. The handicapped children join with normal children for activities such as assembly and physical education classes. Initial problems of the program have included inadequate staffing and lengthy distance to the toilets. Results of a questionnaire and contents of letters from senior students show that the retarded children are well accepted by the normal children. (DB)

#### ABSTRACT 1379

EC 06 1379 ED 088 262  
Publ. Date 73 12p.

**Handicapped and Normal Children Learning Together.**  
Brigadoon Elementary School, Federal Way, Washington.  
EDRS mf, hc

Descriptors: exceptional child education; educable mentally handicapped; learning disabilities; program descriptions; program evaluation; mentally handicapped; elementary school students; regular class placement; individualized instruction

The 3-year Title III elementary school project provided an individualized program for the 310 attending students to assess effectiveness of educating the 15% of the mildly handicapped mentally retarded, emotionally disturbed, and learning disabled students in a common school setting. Two trainer consultants, five teachers, 15 interns in training as well as instructional aides and community volunteers participated. Equipment such as tape recorders and language masters were used. The program specified objectives such as appropriate grade level gains by identified handicapped children (HC) to equal or exceed gains of a control group. The HC were identified through diagnostic tests, and were evaluated daily by behavioral rating measures. Results indicated no differences between gains of the HC and gains of the control group (students in another school receiving help in a resource room) for the first year, gains equal to gains of the control group during the second year, and gains equal to or greater than the total grade level group for grades 3, 5, and 6 in reading, and for grade 6 in mathematics during the third year. The results supported the hypothesis that mildly handicapped children in the same setting as normal peers could be educated with as much effectiveness as students who were given extra assistance away from the regular class. (MC)

#### ABSTRACT 2459

EC 06 2459 ED N.A.  
Publ. Date 73 53p.  
Hoek, John H.  
**Summary and Evaluation of the Resource Room for the Educable Mentally Handicapped and the Opportunity Group Student, School Year 1972-1973.**  
Portage Public Schools, Mich.

EDRS mf, hc  
For related information see EC062460 and EC062466

Descriptors: exceptional child education; mentally handicapped; learning disabilities; program evaluation; resource centers; junior high school students; testing; self concept; reading; mathematics; teacher developed materials; parent attitudes; teacher attitudes; Portage (Michigan)

The 1972-1973 evaluation of a resource room model for 10 educable mentally retarded and 15 mildly educationally handicapped junior high school students in Michigan. Discussed in the overview are curriculum organization, individual assessment, and remediation by two teachers in

areas of mathematics, home economics, English, and science. Described are evaluation design procedures such as pretest and posttests, performance comparison of resource room students and traditional special education students (controls); and objectives. Reported are data collection procedures, and given for objectives are the following major results: that five of eight resource room students made significant gains in self concept (resource room and control students made equal gains), that 10 of 15 resource students made significant gains on a standardized reading test (controls made significantly greater gains than resource students), that 13 resource students made gains from 1% to 33% on a teacher made reading test, that 12 of 15 resource students made positive gains on the standardized arithmetic test (the resource group made significantly greater gains than controls), and that 15 students made significant gains (from 1% to 200%) on a nonstandardized arithmetic test. Results of parental and teacher surveys are given to indicate favor for the curriculum and desire for continuation of the program. Included are information about program factors such as student mobility and parent involvement. (Appendixes contain a resource room calendar for 1971 through 1973, and questionnaire samples.) (MC)

#### ABSTRACT 113

EC 07 113 ED N.A.  
Publ. Date Jul 74 6p.  
Gampel, Dorothy H and Others  
**Comparison of Classroom Behavior of Special-Class EMR, Integrated EMR, Low IQ, and Nonretarded Children.**  
American Journal of Mental Deficiency; V79 N1 P16-21 Jul 1974

Descriptors: educable mentally handicapped; regular class placement; classroom environment; behavior change; peer relationship; exceptional child research; mentally handicapped; intermediate grades; special classes; student placement; environmental influences.

The classroom behavior of 12 segregated and 14 integrated educable mentally retarded (EMR) children (mean age of 10 years), who were all formerly segregated and then randomly assigned to their present class placements, was compared to that of a low-IQ group who had never been identified for special-class placements and to an intellectually average group of children. The method was a time-sampling observation (1 one, using 12 behavior categories (such as attention, aggressiveness, and verbal responses). The data indicated that 4 months after the school year began, the integrated EMR children behaved more similarly to nonlabeled EMR children than to their segregated peers. (Author)

#### ABSTRACT 193

EC 07 0193 ED 096 806  
Publ. Date 67p.  
**Children Without Labels: ESEA Title III Project 1232: 'Handicapped Children in the Regular Classroom'.**  
Fountain Valley School District, Calif.  
EDRS mf;hc

For Related Documents, See 070 191 and 070 192

Descriptors: exceptional child education; learning disabilities; educable mentally handicapped; program evaluation; regular class placement; handicapped children; state programs; school districts; program descriptions; academic achievement; self concept; teacher; California;

Described is a project in which 60 educable mentally handicapped (EMH) and 30 educationally Handicapped (EH) students were placed in regular classes and provided with individually prescribed programs based on daily assessment and prescription by a resource teacher. Information is provided on the California school district implementing the project and on such aspects of the program as its scope, personnel, organization, services, instructional equipment and materials, budget, parent-community involvement, and evaluation. It is explained that pre- and post-test measures were given to assess the project objectives concerned with pupils' growth in academic achievement, acceptance by regular classroom teachers and students, and self-concept. Data are reported to show that EMR students made an average of 9 months growth in reading and 12 month growth in mathematics, that EH students achieved an average of 11 months growth in reading and 12 months growth in mathematics, that there was no difference in the teachers' overall perception of handicapped versus non-handicapped students as measured by Osgood's Semantic Differential, and that the majority of students reached criterion levels of self concept as measured by the Stick Figure Test and the Auditory Self-Concept Measuring Instrument. (GW)

#### ABSTRACT 270

EC 07 0270 ED N.A.  
Publ. Date Nov 74 7p.  
Boland, Sandra K.  
**Integration: Parent Alliance.**  
In-Service consultant; volume 1, number 1. Educational Consultant Enterprises, Inc., Post Office Box 1471, Greeley, Colorado 80531.

Descriptors: exceptional child education; educable mentally handicapped; learning disabilities; physically handicapped; emotionally disturbed; regular class placement; role playing; inservice teacher education; parent education;

The article describes a role play on the issue of integrating mildly handicapped children into the regular classroom. Directions for using the play to facilitate constructive examination of the issue of integration with parents, teachers, and administrators are given. Recommended discussion questions to follow the role play are listed. Suggestions for adaptations are noted. Roles and information are given for five parts: school principal, fifth grade teacher, teacher of learning disabled, parent of mildly handicapped son, and PTA president. (MYS)

#### ABSTRACT 370

EC 07 0370 ED 098 742  
Publ. Date Feb 74 46p.  
Caster, Jerry A.; Grimes, Jeff

#### Current Issues in Mental Retardation: Psychologists' Regional In-Service Meeting.

Iowa State Dept. of Public Instruction, Des Moines, Div. of Special Education.  
EDRS mf;hc  
descriptors: school psychologists; educational trends; classification; role perception; definitions; models; educational diagnosis; court cases; educational programs; equal education; state programs; Cascade System of Special Educational Services; Iowa;

Written for Iowa's school psychologists, the report examines current issues in mental retardation including the problem of definition, court actions affecting the schools, and trends in educational programming, evaluation, and diagnosis. Considered are reasons why mental retardation is difficult to define (such as the lack of an acceptable definition of intelligence) historical changes in the definition, and the differences between the 1961 and 1973 American Association on Mental Deficiency (AAMD) definitions. Iowa's current use of the 1961 AAMD definition is discussed. Recent court decisions on due process and service to low functioning children are reviewed as they affect school psychologists. Discussion of educational programming focuses implications of the trend toward the Cascade System of Special Educational Services (a continuum of instructional levels to meet the educational needs of children regardless of traditional labels), on the desirability of mainstreaming; and a special class curriculum and instruction. Effects of the Cascade System and the team approach on the school psychologist's role in identification, evaluation, and diagnosis, and a model process for making intervention decisions are examined. The author suggests that the school psychologist become leaders and catalysts in changing professional practices in education of mentally handicapped children. Listed and described are statewide health, education and welfare services for the mentally handicapped available in Iowa. (LS)

#### ABSTRACT 493

EC 07 0493 ED N.A.  
Publ. Date Nov 74 7p.  
Guerin, Gilbert R.; Szatlocky, Kathleen  
**Integration Programs for the Mildly Retarded.**  
Exceptional Children; V41 N3 P173-9 Nov 1974

Descriptors: exceptional child education; educable mentally handicapped; mentally handicapped; elementary education; normalization (handicapped); regular class placement; administrator attitudes; program descriptions; teacher attitudes; student behavior;

The study examined programs which integrated mentally retarded students (9- to 13-years-old) in eight California school districts to determine types of existing placements, factors influencing the degree of integration, student behavior, and staff attitudes. Interviews were conducted with 17 administrators and 31 teachers. Regular classroom observations were made of 27 retarded pupils and 54 randomly selected nonretarded pupils. Four program models



were identified (programed partial integration, combination class, learning resource center, and learning disability groups), and an index of integration was developed and applied to each program. The attitudes of administrators toward integrating programs was, with only one exception, positive, and the majority of teachers also held positive attitudes. The behavior of retarded students was essentially similar to that of regular students.

#### ABSTRACT 854

EC 07 0854 ED N.A.  
Publ. Date Oct 74 18p  
Chadlin, Jerry D.  
**Will the Real 'Mainstreaming' Program Please Stand Up- (or... Should Dunn Have Done It?)**  
Focus on Exceptional Children, V6 N5  
PI 18 Oct 74

Descriptors: exceptional child education; mentally handicapped; special classes; regular class placement; theories; educational planning; educational programs; models; educational methods; evaluation; guidelines; program descriptions; Labeling.

The abstract provides a brief historical overview of arguments for and against special classes for mentally retarded (MR) children and discusses mainstreaming in terms of theoretical proposals, current public school programs and models, and guidelines for future programs. Described are aspects of the professional dialogue on MR placement such as the efficacy of segregated classes, the effects of labeling students, and the fairness of evaluative instruments. The following alternative proposals to segregated class placement are presented: E. Demos' Cascade of Services (which provides a wide variety of individualized options); S. Tilly's Training-based Model (embodying a zero-reject system and intensive inservice teacher education); J. Gallagher's Contract Model (involving adoption of a formal parent-school agreement); and G. Adamson G. Vinn's Full Save Model (which offers instructional and program alternatives as well as inservice training). Given are the author's impressions of current public school mainstreaming programs with regard to program philosophy, administrative organization, type and number of handicapped students served, parent involvement, inservice training, acceptance by regular teachers, cost factors, and evaluation of program effectiveness. Two additional mainstreaming projects (Chico in without Labels (Mountain Valley, California) and the Pinckney Full Service School (Lawrence, Kansas) are described as effective models which might be successfully re-phrased in other settings, and details are given on school environment, program development, educational objectives, staffing, and evaluation. The author concludes that a sufficient data base is lacking for determining the effectiveness of current mainstreaming programs and suggests to administrators that one projects that they consider such factors as the need for a comprehensive instructional support system, participatory planning of the program by all involved per-

sonnel, and development of a pupil accounting system. (LH)

#### ABSTRACT 1297

EC 07 1297 ED 101 522  
Publ. Date Aug 74 22p.  
Novotny, Patricia Ann  
**Mainstreaming the EMR Is Neither a Panacea Nor a Simple Solution: A Research Study.**  
EDRS

Descriptors: educable mentally handicapped; regular class placement; special classes; research reviews (publications); social adjustment; teaching methods; teacher attitudes; peer relationship; exceptional child research; mentally handicapped; individualized instruction; locus of control; normalization (handicapped);

Reviewed are research studies and their implications regarding mainstreaming educable mentally retarded (EMR) students. Discussed are studies dealing with topics such as the following: academic changes, learning potential status (stressing the need for individualization), emotional and social adjustment, locus of control (citing the difference between students with high and low learning potential), social acceptance of the EMR (demonstrating that social acceptance does not naturally accompany mainstreaming), teacher attitudinal changes, and factors to consider in integration of the EMR (emphasizing the importance of teacher strategies to foster interaction between students). Listed are nine points to consider in mainstreaming, including the issues of full or part-time integration and selection of students. Provided are approximately 50 references. (CL)

#### ABSTRACT 1335

EC 07 1335 ED N.A.  
Publ. Date Jan 75 7p.  
Gruen, Gerald E. and Others  
**Probability Learning in Retarded Children with Differing Histories of Success and Failure in School.**  
American Journal of Mental Deficiency; V79 N4 P417-23 Jan 1975

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; primary grades; failure factors; expectation; success factors; special class placement; regular class placement;

Investigated were the effects of school-induced success and failure experiences on the probability learning of 15 educable retarded children exposed to a high level of success in special primary classes and 15 educable retarded children exposed to repeated failure in regular primary classes. Probability learning performance was measured on a three-choice task in which only one stimulus was partially reinforced. Analysis of test scores (including the Locus-of-Control Scale and the Thematic Apperception Test) of the two retarded Ss groups and 15 nonretarded control group children matched for MA confirmed the hypothesis that failure experiences would lead to greater maximization, less patterning and less response shifting than success experiences. In

addition, it was found that locus of control and need for achievement were significant correlates of probability-learning; however only locus-of-control differentiated the subject groups. (CL)

#### ABSTRACT 1445

EC 07 1445 ED 102 776  
Publ. Date Jul 74 155p.  
Clifford, Miriam; McKinney, James D.  
**Evaluation of Exemplary Programs for the Educable Retarded: ESEA Title III. Final Report for 1973-74 Budget Period.**  
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.  
Chapel Hill-Carrboro Public Schools, N. C.  
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.  
EDRS mf; hc  
For Related Information See EC 040 503

Descriptors: educable mentally handicapped; regular class placement; special classes; open education; self concept; role playing; delivery systems; program evaluation; mentally handicapped; exceptional child research; elementary education; nongraded classes; media technology; learning characteristics; student attitudes; academic achievement; Elementary Secondary Education Act Title III; ESEA Title III;

Evaluated in a 3-year project were the effects of three different classroom settings (a graded open classroom with a resource teacher, a multi-grade open classroom emphasizing individualized instruction, and two self-contained special education classrooms) on achievement, self concept and classroom behavior of 30-38 educable mentally retarded children 8- to 13-years-old. Analysis of pre- and post-test measures of self concept, achievement, attitudes, and classroom behavior did not demonstrate that one setting was clearly superior to another in producing meaningful gains in academics, self-concept or attitudes to schooling. Open classrooms promoted more peer interaction while the self contained setting elicited more attending and teacher directed behavior. Teachers perceived Ss in open settings less favorably than Ss in self contained classrooms. Associated with academic success were the learning characteristics of attention, independence, and task-oriented peer interaction sociodrama, role playing techniques, and the use of media programs to assist instruction in alternative settings were found to be positive program components. Seven appendixes provide such information as a listing of topics covered during the sociodrama sessions and a list of media productions. (CL)

#### ABSTRACT 1558

EC 07 1558 ED 102 794  
Publ. Date Nov 74 95p.  
Keogh, Barbara and Others  
**A Review of Transition Programs in California Public Schools.**  
California Univ., Los Angeles. Graduate School of Education.  
California State Univ., Los Angeles.  
California Univ., Los Angeles. School of Education.



California State Dept. of Education, Los Angeles.

EDRS mf:hc

Descriptors: educable mentally handicapped; state surveys; administrator attitudes; regular class placement; student placement; exceptional child research; mentally handicapped; minority groups; interviews; questionnaires; inservice teacher education; equal education; financial support; program effectiveness; California;

Questioned were administrators of 166 California school districts regarding transition programs (mandated by legislative and court actions) for students previously classified as educable mentally retarded (EMR). Detailed program descriptions were obtained from the ten administrators interviewed, while information from 156 districts was obtained through a mailed questionnaire. Sample districts included high Anglo, high Black, and high Spanish surname districts as well as districts ranging from small to large and representing all parts of the state including both rural and urban schools. Findings indicated that all districts had implemented systematic procedures to review EMR pupils though specifics varied widely, and that ethnic characteristics of reclassified pupils reflected the ethnic characteristics of the district. The most popular transition model was regular class placement with tutorial help from paraprofessional aides. Inservice training for staff serving transition pupils was conducted by approximately half the districts. Most programs were supported by state funds with some districts matching with local funds. Administrators agreed that previous inequities of placement were being corrected, though there was less confidence that transition programming was consistently beneficial to transition or regular class pupils. Recommendations included the development of comprehensive systems for program evaluation. Appended are texts of relevant legislation and Department of Education directives, the interview schedule and questionnaire, and a listing of participating districts. (DB)

#### ABSTRACT 1645

EC 07 1645 ED 102 803  
Publ. Date Apr 71 40p.

Bruininks, Robert H.; Rynders, John E.  
**Alternatives to Special Class Placement for Educable Mentally Retarded Children. Occasional Paper #6.**

Minnesota Univ., Minneapolis.  
Research, Development, And Demonstration Center in Education of Handicapped Children.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

Minnesota Univ., Minneapolis. Dept. of Special Education.  
OEG-09-332189-4533 (032)  
EDRS mf:hc

Descriptors: educable mentally handicapped; research reviews (publications); regular class placement; special classes; administrative organization; exceptional child education; mentally handicapped; normalization (handicapped); instruction-

al materials; curriculum design; individualized instruction; instructional staff;

Reviewed are research findings on special class placement for educable mentally retarded children and proposed are administrative and curricular alternatives. Research on special class placement is described as inconclusive and relying on untested assumptions. Normalization and individualization are seen as underlying principles in assigning children to alternative specialized services. Administrative arrangements (such as non-graded and resource classrooms), instructional materials (including programmed materials and teaching machines), and personnel roles (such as paraprofessionals and diagnostic specialists) are considered influential program factors. Profiled are four alternative programs, including the Harrison Resource Learning Center and the material prescription retrieval system of the Educational Modulation Center. Emphasized are the needs for general educators to become more accommodative of individual differences and special educators to implement educational alternatives based on sound research and clearly defined goals and objectives. (CL)

#### ABSTRACT 1670

EC 07 1670 ED N. A.  
Publ. Date Feb 75 1p.  
Power, Ellen M.

**Integration: Problems and Promises.**

Mental Retardation; V13 N1 P42 Feb 1975

Descriptors: exceptional child education; mentally handicapped; regular class placement; normalization (handicapped); educational trends; individual differences;

Discussed are the problems and promises of integrating retarded children with normal peers. The impact on integration of such recent developments as the American Association for Mental Deficiency's altered definition of retardation is considered. It is advocated that educators view all students with different learning styles and personalities. (CL)

#### ABSTRACT 1685

EC 07 1685 ED N. A.  
Publ. Date Win 75 7p.

Childs, Ronald E.

**A Review of the Research Concerning Mainstreaming.**

Journal for Special Educators of the Mentally Retarded; V11 N2 P106-12 Win 75

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; regular class placement; special classes; research reviews (periodicals); educational philosophy; resource centers; Labeling;

Reviewed is the research concerning mainstreaming and the effects of labeling educable retarded children. Described are examples of mainstreaming approaches, including the resource room arrangement, the Madison Plan, and the crisis teacher system. Some special educators are said to advocate maintenance of special classes for low IQ children.

Lack of preparation and support for regular class teachers is pointed out as a major unresolved issue. (CL)

#### ABSTRACT 1908

EC 07 1908 ED N. A.  
Publ. Date Mar 74 5p.  
Haring, Norris G.; Krug, David A.  
**Placement in Regular Programs: Procedures and Results.**  
Exceptional Children; V41 N6 P413-7 Mar 1974

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; economically disadvantaged; regular class placement; intervention; program evaluation; success factors; academic achievement; social adjustment;

Evaluated with 48 elementary age students classified as educable mentally retarded was an instruction program to facilitate the return of the students to regular classes. Ss all lived in an economically depressed area and were divided into 4 classrooms of 12 students each. Students in the two experimental classes received an individualized intervention program involving precision teaching, use of Distar and Sullivan reading materials, and use of a token reinforcement system. After a year's intervention 13 experimental Ss were placed in regular classes. The Ss were matched with students in the class who had similar reading scores. Results of a 1-year followup showed a high percentage of Ss in regular classes had maintained their academic and behavioral adjustments. (Author/DB)

#### ABSTRACT 2241

EC 07 2241 ED J. A.  
Publ. Date 74 14p.

Anderson, Sarah M.; Dirr, Peter J.

**Open Education and the Handicapped; A Paper for the Instructional Technology Course for Teachers.**

State Univ., of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.

EDRS mf:hc

Descriptors: educable mentally handicapped; educationally disadvantaged; open education; regular class placement; exceptional child education; mentally handicapped; educational needs; individualized instruction;

The author discusses the appropriateness of open education for educable mentally retarded (EMR) and educationally handicapped (EH) children, pointing out that the philosophy of individualized instruction basic to open education allows for the inclusion of handicapped children. Noted are benefits of open education for the handicapped (such as an experience-oriented learning climate) and special techniques needed (such as provision of quiet areas for distractible children). Cited are results of a Florida study in which the philosophy of the open-middle school was deemed especially hospitable to EMR children, and listed are minimal provisions determined in that study for including handicapped children in an open environment (such as easily accessible toilet facilities). A successful Cali-

forma experiment which incorporated a variety of audiovisual aids and a resource center to provide a regular classroom program for EMR and EH students is described. Also noted are arguments against the open regular setting for the retarded such as the EMR child's need for a limited curriculum and teachers with specialized training. (LS)

#### ABSTRACT 2741

EC 07 2741 ED N. A.  
Publ. Date Apr 75 5p.  
Clark, Gary M.

#### Mainstreaming for the Secondary Educable Mentally Retarded: Is it Defensible?

Focus on Exceptional Children; V7 N2  
P1-5 Apr 75

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; regular class placement; special classes; normalization (handicapped); educational needs; career education; secondary education;

The author suggests that mainstreaming is not the most appropriate educational model for secondary educable retarded students. Cited are inflexibility of secondary school policies, lack of empirical evidence of mainstreaming's effect on this population and inadequacy of most secondary programs' career education programs. Further research and study in schools and teacher education institutions is advocated. (CL)

#### ABSTRACT 2895

EC 07 2895 ED N. A.  
Publ. Date May 75 5p.  
Haring, Norris G.; Krug, David A.  
**Evaluation of a Program of Systematic Instructional Procedures for Extremely Poor Retarded Children.**  
American Journal of Mental Deficiency; V79 N6 P627-31 May 1975

Descriptors: educable mentally handicapped; economically disadvantaged; regular class placement; precision teaching; exceptional child research; mentally handicapped; disadvantaged youth; childhood; program effectiveness; teaching methods;

A demonstration program was conducted in which 54 innercity children (ages 9-to-12-years), classified as educable mentally retarded, were placed into self contained classrooms with two classes being taught by precision teaching procedures and two classes being taught by the methods particular to their teachers. Results showed that 60% of the Ss taught by precision-teaching procedures were capable of acquiring the basic skills necessary for regular class placement. (Author/CL)

#### ABSTRACT 3052

EC 07 3052 ED N. A.  
Publ. Date May 75 11p.

#### Kaufman, Martin J.; And Others Mainstreaming: Toward an Explication of the Construct.

Focus on Exceptional Children; V7 N3  
P1-11

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; regular class placement; educational needs; educational objectives; equal education; peer relationship; research design; definitions; models; conceptual schemes; financial policy;

A construct for mainstreaming mentally retarded (MR) children is discussed in terms of major influences, a structural definition, and definitional implications for research. Examined are the major influences (educators, court decisions, and state financial policies) which provide the stimulus to implement mainstreaming services. Presented are available definitions of mainstreaming and the author's definition which provides a conceptual framework encompassing three major components. The first component, integration, is broken down into the three elements of temporal, instructional, and social integration. The second component is explained to involve two processes: planning and programing. The third component, clarification of responsibility, is structured along three types of jurisdiction (exclusive, alternating, or consensual). The research method of between-group studies (comparing mainstreamed and segregated programs) is thought to be less effective than the method of within-treatment studies which takes into account the many variables (as provided by the author's definitional construct) that operate either alone and/or interactively to affect the education of the MR child. (SB)

#### ABSTRACT 3156

EC 07 3156 ED N. A.  
Publ. Date Jun 75 2p.

#### Stephens, Wyatt E. Mainstreaming: Some Natural Limitations.

Mental Retardation; V13 N3 P40-41

Descriptors: educable mentally handicapped; regular class placement; intelligence level; program effectiveness; exceptional child education; mentally handicapped;

Mainstreaming may not be the most efficient instructional approach for those mildly retarded persons with limited potential. (CL)

#### ABSTRACT 3158

EC 07 3158 ED 108434  
Publ. Date 74 40p.

#### Budoff, Milton; Gottlieb, Jay A Comparison of EMR Children in Special Classes with EMR Children Who Have Been Reintegrated Into Regular Classes.

Research Institute for Educational Problems, Cambridge, Mass.

EDRS mf:hc  
Studies in Learning Potential, Vol. 3, No. 50.

Descriptors: educable mentally handicapped; special classes; regular class placement; academic achievement; social adjustment; exceptional child research; mentally handicapped; elementary education; grouping (instructional purposes); resource centers;

Compared were the academic and social growth of 31 educable mentally retarded (EMR) students (7 to 14 years old) who were either retained in special classes (N-14) or reintegrated into regular classes (N-17) with additional support from a learning center. Ss were studied at three time intervals: prior to assignment, 2 months after assignment, and at the conclusion of the school year. Results indicated that there were no significant differences between the reintegrated and segregated EMR Ss after 2 months, but that reintegrated Ss were more internally controlled, had more positive attitudes toward school, and were more reflective in their behavior after one school year. (LH)

#### ABSTRACT 3326

EC 07 3326 ED N. A.  
Publ. Date Mar 75 8p.

#### Wilson, Clive; And Others Intentionality Judgement and Adaptive Behavior in Mildly Retarded Children.

Slow Learning Child; V22 N1 P5-12

Descriptors: educable mentally handicapped; adjustment (to environment); regular class placement; special classes; exceptional child research; mentally handicapped; intermediate grades; social adjustment; Intentionality;

Measured were the social adjustment and intentionality of 20 educable retarded children (mean age 11 years) in special classes and 20 regular class children matched for age, IQ, and socioeconomic status. Ss were evaluated on the Adaptive Behavior Scale (American Association on Mental Deficiency) and on a measure of the ability to take account of intention (stories depicting accidental and intentional mischief). Data indicated that special class Ss demonstrated significantly less adjustment and knowledge of intentionality than regular class Ss. (CL)

#### ABSTRACT 3370

EC 07 3370 ED 111 117  
Publ. Date 75 55p.

#### Watson, Marjorie Mainstreaming: The Educable Mentally Retarded.

National Education Association, Washington, D. C.

EDRS mf  
National Education Association, 1201 16th Street, NW, Washington, D. C. 20036. NEA 1800-1-00 (\$2.00)

Descriptors: educable mentally handicapped; regular class placement; teaching methods; curriculum; exceptional child education; mentally handicapped; special classes; behavior patterns; definitions;

Designed for teachers, the book discusses characteristics of retardation and suggests teaching strategies for retarded children in regular classes. Statistics and definitions of the levels of retardation are described, environmental influences are summarized, and diagnostic factors are reviewed. Discussed are physical, intellectual, and psychological characteristics of the retarded. It is explained that basic skills, social adjustment, and occupational competence are the goals of education

for the educable retarded. Reviewed is criticism of special class placement, and suggested are instructional methods (such as individualized work centers) for use with retarded children in regular classes. Possible problems for the teacher are seen to include poor student motivation and lack of participation in class. Described are aspects of program content, structure, and evaluation for the educable retarded child in regular elementary school classes. (C1.)

#### ABSTRACT 3412

EC 07 3412 ED 111120  
Publ. Date Apr 74 61p.  
Schramm, Barbara J.

#### **Case Studies of Two Down's Syndrome Children Functioning in a Montessori Environment: Research Project.**

University of Dayton, Ohio. School of Education.  
EDRS mf;hc

Descriptors: mongolism; case studies; educational methods; program effectiveness; regular class placement; exceptional child education; mentally handicapped; preschool education; teaching methods; child development; females; Montessori Method; Piaget (Jean);

Presented are case histories of 2 Down's syndrome (mosaic form) 6 and 10-year-old girls who attended regular Montessori classes. General characteristics of Down's syndrome and other retarded children are reviewed and compared with the 2 girls' growth and development (according to J. Piaget's proposed stages). The Montessori emphasis on sensorial activities and on individual freedom to choose tasks is seen to enhance the retarded child's development. Analyzed are the girls' progress in such skill areas as language, reading and math. The children are said to be functioning in Piaget's pre-conceptual and intuitive stages. Emphasized is the need for an approach which includes raised social and academic expectations along with instruction in independence and self direction. An appendix lists suggested Montessori materials and activities for handicapped children. (C1.)

#### ABSTRACT 3900

EC 07 3900 ED N. A.  
Publ. Date Sep 75 6p.  
Blatt, Burton

#### **The Nine Pillars of Mental Retardation.**

Family Involvement; V8 N1 P5-10 Sep 75

Descriptors: exceptional child education; mentally handicapped; educational trends; educational philosophy; trend analysis; regular class placement; labeling (of persons);

The author addresses six common issues in mental retardation, including the controversy over the educability of intelligence, changing definitions of retardation, the need for valuing all human life, and the need to take substantive action regarding the mainstreaming of retarded individuals. (C1.)

# EMOTIONALLY HANDICAPPED

## ABSTRACT 563

EC 002 458 ED 023 205  
 Publ. Date 67 27p.  
 Klein, Genevieve, Ed.: And Others  
**COVERT (Children Offered Vital Educational Retraining and Therapy) Project, Year I.**  
 Tucson Public Schools, Arizona;  
 Arizona Children's Home, Tucson;  
 Tucson Child Guidance Clinic, Arizona  
 EDRS mf, hc  
 P-972

Descriptors: exceptional child research; emotionally disturbed; program planning; behavior problems; educational therapy; play therapy; residential schools; special classes; day schools; regular class placement; tutorial programs; teachers; evaluation techniques; identification; administrative organization; program descriptions

Involving seven Tucson school districts, a children's home, and a child guidance clinic, the COVERT School (Children Offered Vital Educational Retraining and Therapy) was designed to initiate, compare, and evaluate educational approaches to the problems of emotionally disturbed children. Six distinct approaches were implemented, including a residential school, a day school, special class programs, group approach combined with a tutorial program, a supportive teacher for children in regular classes, and recreational therapy for children in regular classes. Areas involved were identification of problem children, the teacher as team member, teacher evaluation and reporting, techniques to be demonstrated, pupil and project evaluations, teacher objectives and purposes, the teacher's professional role, classroom management, and means of teacher identification of individual problems to determine classroom procedures. The school's philosophy, location and physical plant, and organization (cooperation, coordination, admission and dismissal procedures, and implementation planning) are described. (RK)

## ABSTRACT 676

EC 002 416 ED N.A.  
 Publ. Date 68 287p.  
 Rubin, Eli Z. And Others  
**Emotionally Handicapped Children and the Elementary School.**  
 EDRS not available  
 Wayne State University Press, Detroit, Michigan 48202 (\$12.50).

Descriptors: exceptional child research; emotionally disturbed; behavior; grouping (instructional purposes); adjustment (to environment); emotional adjustment; social adjustment; behavior change; behavior problems; academic achievement; special classes; regular class placement; teaching methods; clinical diagnosis; family characteristics; case records; emotional maladjustment; statistical analysis; individualized instruction; research utilization

Eighty-three children, from kindergarten to second grade, showing evidences

of chronic social, emotional, and academic maladjustment, were placed in a program consisting of a control group in regular class and an experimental group in one of two special classes with individualized instruction and therapeutic management. There was no significant difference between the experimental and control groups in classroom behavior, but the experimental group was significantly better in the following items on changes in classroom adjustment: mood, friendly approach, and daydreaming ( $p = .05$ ); and impulse control, intensity of overt anger, popularity, and quarrelsomeness ( $p = .01$ ). The experimental group showed significant improvement in attitude toward school ( $p = .05$ ) and in perception of stress at school ( $p = .05$ ). In contrast to other research, there was no significant difference between groups in performance on the Metropolitan Achievement Test. Results did not overwhelmingly confirm the hypothesis that special class programming is generally beneficial to emotionally handicapped children. The background to the study, the research design and methods, new hypotheses, and program changes are also described. (RP)

## ABSTRACT 1478

EC 002 128 ED N.A.  
 Publ. Date Dec 67 5p.  
 Connor, Eileen M.; Muldoon, John F.  
**Resource Programming for Emotionally Disturbed Teenagers.**  
 EDRS not available  
 Exceptional Children; V34 N4 P261-5  
 Dec 1967

Descriptors: exceptional child education; emotionally disturbed; adolescents; cooperative programs; resource teachers; teacher role; regular class placement; counseling; day care programs; Technoma Workshop

Cooperative resource programming developed by agency and public school personnel is described. Designed to help emotionally disturbed teenagers make the transition from day care to school experiences, the program, which utilizes a teacher from the agency within school facilities, is further considered in terms of the student's need to be involved and the conflict between administrator, teacher, and student needs. The following are also treated: the resource person; his evaluation, teaching, and counseling methods; programming; and the resource room itself. (JD)

## ABSTRACT 2010

EC 001 915 ED 010 265  
 Publ. Date 65 68p.  
 Deem, Michael A.; Porter, William R.  
**Development of a Program for the Re-Education and Rehabilitation of Emotionally Handicapped Male Adolescents within a Public School Setting.**  
 Montgomery County Public Schools, Rockville, Maryland

Office Of Education (DHEW), Washington, D. C., Division Of Handicapped Children And Youth  
 EDRS mf, hc  
 OEG-32-30-0000-1025  
 BR-5-0968

Descriptors: exceptional child research; emotionally disturbed; program planning; student placement; educational guidance; behavior problems; demonstration projects; program evaluation; regular class placement; interdisciplinary approach; special classes

Major objectives of this demonstration project were to continue developing a prototype special class program for emotionally handicapped pupils (18 male adolescents), to devise methods of evaluation for the program, and to identify significant variables for further investigation and research. In planning the project, four problem areas had been isolated and the following methods of alleviating each had been proposed: develop a classroom program consistent with the learning characteristics of pupils in the program, involve a multidisciplinary team, provide for continuous supervision and support, and develop a program around a self contained unit fully integrated within a regular high school with continuous and increasing pupil integration. The last goal was attained more effectively than the others. However, the hope that gradual integration of pupils into regular classes would allow service to more pupils was not realized. Teachers expressed a need for more time, not more pupils. (JC)

## ABSTRACT 1198

EC 005 124 ED 026 292  
 Publ. Date (66) 93p.  
 Edelmann, Anne M.  
**A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.**  
 Mental Health Association Of Southeast Pennsylvania, Philadelphia;  
 Philadelphia Public Schools, Pennsylvania  
 Mental Health Association Of Southeast Pennsylvania, Philadelphia;  
 Philadelphia Public Schools, Pennsylvania;  
 Samuel S. Fels Fund, Philadelphia, Pennsylvania  
 EDRS mf, hc

Descriptors: exceptional child research; behavior change; change agents; changing attitudes; consultation programs; educational experiments; emotionally disturbed; mental health programs; pilot projects; questionnaires; regular class placement; socially maladjusted; teacher education; disadvantaged youth; Pennsylvania; Philadelphia Public School System

A pilot study exploring the use of mental health consultants to teachers of socially and emotionally maladjusted pupils in regular classes was conducted to help teachers cope with these children



and facilitate successful learning experiences for them, enable teachers to be more effective with all children, understand effects of curriculum and teaching methods on children, and develop further methods for understanding and teaching both the advantaged and the disadvantaged. Advantaged and disadvantaged schools were selected; one of each was a control school while the other six were experimental schools. Involved were 59 teachers and over 2,000 children. Six mental health consultants, assigned one to each experimental school, met with the same group of teachers weekly and were available for individual conferences. Pre- and postquestionnaires were administered to every teacher and child in the eight schools. Each consultant kept a log of the 15 weekly sessions, consultations, and classroom visits. Results indicated that in the control schools, where there were no consultants, only negative behavioral and attitudinal changes occurred, and that to the extent that consultants and teachers together clearly defined the goals of their meetings, there were positive changes in teacher and student behavior. Included are 26 recommendations and the questionnaires used. (Author/SG)

#### ABSTRACT 2366

EC 501 204 ED N.A.  
Publ. Date Mar 70 5p.  
Bunch, G.  
**Emotionally Disturbed Children in the Regular Classroom.**  
EDRS not available  
Special Education In Canada; V44 N3  
P29-33 Mar 1970

Descriptors: exceptional child education; emotionally disturbed; regular class placement; teaching methods; teacher role; behavior change

Suggestions are made concerning teaching techniques to be used with emotionally disturbed children in the regular class setting. Discussions concern identification, the teacher's role, discipline needs, intervention techniques, preinterventions, and postinterventions. (JM)

#### ABSTRACT 2441

EC 05 2441 ED N.A.  
Publ. Date Sep 73  
Schultz, Jerome J.  
**Integration of Emotionally Disturbed Students: The Role of the Director of Special Education.**  
Exceptional Children; V40 N1 P39-41  
Sep 73

Descriptors: exceptional child education; emotionally disturbed; regular class placement; administrator role; guidelines

Offered are 13 suggestions for directors of special education concerned with successful integration of emotionally disturbed children into regular classes. The suggestions are said to be based on a questionnaire. Among the suggestions are that the director be able to communicate the educational needs of emotionally disturbed children to the regular school staff, and that the two main prerequisites

for integration are appropriate behavior and academic work at or near grade level. (DB)

#### ABSTRACT 1387

EC 06 1387 ED 088 269  
Publ. Date 15 July 7 63p.  
**Project 3R.**  
Cooperative Special Services Center, E. Granby, Conn.  
EDRS mf,hc  
For Related Information See EC 061371 and EC 061386.

Descriptors: exceptional child education; emotionally disturbed; demonstration projects; cooperative programs; program evaluation; elementary school students; intervention; program development; regular class placement; special classes; Connecticut

Evaluated was the 3-year (1969-1972) Title III 3R (reeducation, reality, responsibility) intervention program serving over 600 emotionally disturbed elementary level students from four towns (in Connecticut) in a special unit and regular classes. A systems approach used throughout the project analyzed inputs, processes, and effectiveness of the following demonstration goals: the four school systems' cooperation in providing a quality program, the 3R educational model (based on the Re-Ed model of N. Hobbs and the reality therapy model of W. Glasser), an inservice teacher training program, public school/university collaboration to train personnel, and project measurement by evaluative research. The organizational structure included a director with responsibilities such as facilitating communication. Goals were evaluated in terms of effort, effect, adequacy, efficiency, and process. Main findings showed that the cooperative strategy effectively reduced pupil costs (special unit cost per child of \$1500 opposed to residential school cost of \$9000) and fostered greater student academic competence, that the educational program effectively improved 12 of 14 rated behaviors, fostered gains in IQ points, enabled 32 of 33 students to return to regular classes, that the teacher training program for over 700 teachers was adequate for cognitive understanding and inadequate for skill development/application; and that research was not conducted due to federal funding limitations. Project information dissemination included teacher presentations to teachers in other school systems. Appended are parent questionnaire and the Devereux Elementary Behavior Rating Scale. (MC)

#### ABSTRACT 2516

EC 07 2516 ED N. A.  
Publ. Date 75 500p.  
Dupont, Henry, Ed.  
**Educating Emotionally Disturbed Children: Readings. Second Edition.**  
Holt, Rinehart and Winston, Inc., 450 Allwood Road, Clifton, New Jersey 07012

Descriptors: exceptional child education; emotionally disturbed; special education; resource centers; special classes; regular class placement; identification;

educational diagnosis; child care; class management; behavior change; curriculum; educational programs; models; labeling (of persons);

Collected are 44 papers (number is indicated in parentheses) on the education of emotionally disturbed (ED) children which focus on the following subject areas: the status of special education (two); identification, classification, diagnosis, and planning (five); the regular classroom (five); the resource room (four); the special class (four); re-education and day care (five); managing and modifying classroom and academic behavior (six); curriculum (nine); and educational models employing behavior modification, cognitive-developmental, humanistic and ecological perspectives (four). Topics such as the following receive specific attention: new educational policies for the handicapped (F. Weintraub et al.), coping with school adaptation problems (E. Cowen), the effect of the ED child in the public school classroom (B. Saunders), the modification of problem behavior and academic achievement in a resource room (H. Quay et al.) and long term effects of special class intervention for ED children (N. Vacc). Other papers address such topics as the following: a pattern of residential treatment for ED children (W. Lewis), structuring academic tasks for ED boys (P. Gallagher), remedial reading for the ED child (P. Berkowitz et al.), and open education for ED children (P. Knoblock). (GW)

#### ABSTRACT 3076

EC 07 3076 ED 108421  
Publ. Date 74 120p.  
Seely, Trudy; And Others  
**Behavior Disorders Program Design.**  
Douglas County School System, Douglasville, Ga.  
Office of Education (DHEW), Washington, D. C.  
EDRS mf,hc

Descriptors: behavior problems; program descriptions; resource centers; exceptional child education; emotionally disturbed; elementary education; secondary education; school districts; parent education; instructional materials; regular class placement; staff role; student evaluation; records (forms); public schools;

Described is a Georgia county school system's program which began in 1972 for behaviorally disordered children (kindergarten through high school). Opening chapters include a rationale for the program, a definition of behavior disorders, and a list of program objectives such as identifying children with behavior disorders and assisting them to function within the mainstream of the public school population. Outlined are the roles of persons involved in the program (such as the program coordinator) and the steps in the student help process (from referral to placement). A discussion of the resource room approach used in the elementary and middle schools focuses on a rationale, room description, and specifics of scheduling and programming. An explanation of the high school program includes lists of goals (such as crisis inter-



vention), of program alternatives (such as group counseling), and of planned program changes. Program and student evaluation methods and parent education programs (such as a family enrichment program) are described. Considered are the types of inservice training sessions, and services provided severely emotionally disturbed children by the Psycho-Educational Center. Appendixes include a glossary, referral, and evaluation forms, 27 materials useful for a behavioral disorders resource room, and a bibliography on behavior disorders and related areas. (LS)

#### ABSTRACT 3436

EC 07 3436 ED 112531

Publ. Date Sep 74 243p.

Painter, Marylyn

**The Santa Cruz Eleven: A Comprehensive Plan for the Education of Autistic and Seriously Emotionally Disturbed Children.**

Santa Cruz County Board of Education, California.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf:hc

Descriptors: autism; emotionally disturbed; demonstration projects; program descriptions; exceptional child education; childhood; early childhood; equal education; diagnosis; definitions; student evaluation; program evaluation; regular class placement; staff improvement; financial support; California (Santa Cruz);

Reported are the results of the 3 year Santa Cruz pilot project involving 11 disturbed children (4 to 12 years old) to determine if autistic and severely emotionally disturbed (SED) children could benefit from a public school program. A program description and recommendations for implementation are presented in ten chapters having the following titles: 'Pleading the Fourteenth for the Autistic and Seriously Emotionally Disturbed' (legislation and special education); 'Diagnosis and Definitions: Who are the Autistic and Seriously Emotionally Disturbed?'; 'The Santa Cruz Program-A Description'; 'The Santa Cruz Behavioral Characteristics Progression Chart' (a tool for assessing the development of a handicapped pupil); 'Transition: The Big Adventure' (integration of children into a regular class program); 'Evaluation: How Effective Was the Santa Cruz Program?'; 'Manpower Planning and Development' (putting together the program staff); 'The Classification System: Where Do the Autistic- SED Fit?'; 'Delegation of Responsibility: The Local Comprehensive Plan' (preparing a detailed report of programs and services provided); and 'A Financial Model for Special Education Funding.' Results are seen to provide evidence that public school education is feasible for autistic and SED children. Appendixes are included such as a comparison of terms used by three classification systems for individuals with exceptional needs. (SB)

## ABSTRACT 156

EC 03 0156 ED N.A.  
 Publ. Date 61 362p.  
 DeHaan, Robert F.; Havighurst, Robert J.  
**Educating Gifted Children.**  
 EDRS not available  
 University Of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637 (\$5.00).

Descriptors: exceptional child education; gifted; identification; educational administration; acceleration; grouping (instructional purposes); enrichment; creativity; teaching methods; research projects; educational guidance; academic achievement; regular class placement; motivation

The first two chapters of the text describe the basic issues involved in the education of gifted children, and the nature of giftedness. Succeeding chapters discuss principles governing the identification of talent, educational objectives and curriculum, administrative provisions (enrichment, acceleration, grouping), and current practices in educating the gifted at elementary through college level. Also covered are motivation and guidance, creativity, development of non-academic talent, and teaching gifted children in the regular classroom. A case study of part time grouping, by Jack Kough, is included. Concluding chapters deal with administrator role, evaluation and research, the extremely gifted child (over 160 IQ), and the family and use of community resources. Each chapter contains questions for study and discussion. (KW)

## ABSTRACT 389

EC 05 0389 ED 071 217  
 Publ. Date 72 91p.  
**Suggested Solutions to Problems Teachers Encounter with Their Gifted Students.**  
 Minnesota State Department of Education, St. Paul, Division of Instruction  
 EDRS mf, hc

Descriptors: exceptional child education; gifted; teaching methods; social adjustment; class activities; teacher role; problem solving; regular class placement; parent attitudes; study habits; intelligence differences

Numerous problems which teachers may have with gifted students in their classes are listed and several possible solutions are suggested in outline form for each problem. Problems covered are of six types: intellectual problems of individual gifted students (arising from abilities superior to those of their classmates), study habit problems of gifted students, social problems of gifted students, parental problems, intellectual and social problems of groups of gifted students (small groups of gifted students in regular classes), and staff relationship problems of teachers of gifted students. The solutions suggested to the various problems caused by the presence of a gifted student in a regular class are intended to serve teachers as catalysts in developing other, personalized solutions. (KW)

## ABSTRACT 3468

EC 07 3468 ED N. A.  
 Publ. Date Aug 75 4p.  
 Ketcham, Warren A.  
**Can Instruction for the Gifted Be Improved? Thoughts on a Basic Design for Gifted Education.**  
 Innovator; V7 N2 P8-11

Descriptors: exceptional child research; gifted; literature reviews; acceleration; enrichment; educational programs; regular class placement; special classes; grouping (instructional purposes); innovation;

Three educational program alternatives for the gifted are discussed in terms of implementation, design, advantages, and disadvantages. Advantages of keeping gifted students in regular classrooms are seen to include the opportunity for all students to benefit from a program which concentrates on helping each student develop at his maximum rate. Reviewed are educational innovations for special group programs in the areas of creativity, mathematics and science education, the humanities, and learning. The third alternative, acceleration, is thought to be the most advantageous because of the reduced need for changes in curriculum, teaching methods, and grouping practices. (SB)

## LEARNING DISABLED

### ABSTRACT 42

EC 05 0042 ED N.A.  
 Publ. Date Sep 72 5p.  
 Trembley, Phillip W.; Clapper, Carl H.  
**Deficit Grouping--A Solution to the Segregation of Problem Learners and Their Long Wait for a Relevant Program After Identification.**  
 EDRS not available  
 Journal of School Psychology; V10; N2  
 P181-5 Sep 1972

Descriptors: exceptional child education; learning disabilities; grouping (instructional purposes); ability grouping; regular class placement; educational methods

Deficit grouping within a resource room is presented as an organizational alternative to the creation of self-contained special classes for children handicapped by learning disabilities. Presented are pre- and posttest results of 37 children in the second and third grades who were instructed through deficit grouping procedures. Results showed that identification of deficit areas have program value, correction of deficits can be accomplished by grouping together children sharing problems in the same deficit areas, some deficit areas are more easily corrected than others, and deficit grouping is a feasible instructional alternative. Deficit grouping is seen to be a flexible and promising special program for the development of visual and auditory abilities assumed to be critical in learning. (Author/KW)

### ABSTRACT 889

EC 05 0889 ED N.A.  
 Publ. Date Holidays 73 3p.  
 Jensen, Bev  
**Removing the Stigma from Special Ed.**

EDRS not available  
 Children's House; V6 N1 P14-16 Holidays 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; learning disabilities; learning laboratories; regular class placement

Described is a program which utilizes a special learning resource center to provide individualized attention for 14 learning disabled, and 11 educable mentally retarded children integrated into the regular classroom for most of the day. Materials in the center include such items as tape recorders, records, and perception games. The students spend up to an hour

a day on a one to one basis with a teacher in the center. All children in the school use the center on occasion and it is said that special education loses its stigma with an integrated program. (DB)

### ABSTRACT 1494

EC 05 1494 ED N.A.  
 Publ. Date 73 128p  
 Heidmann, Mary Alice  
**The Slow Learner in the Primary Grades.**  
 EDRS not available  
 Charles E. Merrill Publishing Company,  
 1300 Alum Creek Drive, Columbus, Ohio  
 43216 (\$5.95).

Descriptors: exceptional child education; learning disabilities; slow learners; kindergarten; primary grades; regular class placement; diagnostic teaching; scheduling; grouping (instructional purposes); classroom environment; instructional materials; class activities; physical education; visual perception; auditory perception

The education of the slow learning or learning disabled child within the regular primary classroom is seen to consist of proper diagnosis of the learning problem, planning and scheduling of available time, and grouping in terms of the individual needs of the child. The slow learner's progress from kindergarten through third grade is briefly discussed. Initial diagnosis is considered in a chapter which gives the theory and procedures for diagnosis of perceptual motor disabilities in the areas of motor development and visual and auditory skills. A structured classroom organization based on groupings made after diagnosis of learning needs is discussed, and activities of typical mornings in a first grade offering perceptual motor training for the developmental group are given. Instruction of the slow learner in the open classroom is seen to center on a variety of learning centers with an abundance of instructional materials. A chart lists 19 materials and their uses in a mathematics center. Forty one motor activities are offered for training in dynamic balance, body parts differentiation, body self control, and locomotion. Among the 35 activities for visual motor, visual discrimination, form discrimination, and visual memory training are the use of templates to draw forms and the reproduction of patterns. Auditory skills are taught by 19 activities for figure ground training, auditory discrimination,

and auditory memory such as listening for environmental sounds and counting the bounces of a ball. Appendices describe 117 commercially available instructional materials and give addresses of manufacturers. (DB)

### ABSTRACT 2266

EC 05 2266 ED N.A.  
 Publ. Date Win-Spr 7p.  
 LeFevre, Dale  
**A Proposed Plan for Educating Children with Learning Disabilities.**  
 EDRS not available  
 USU Special Educator; V8 N2 P3-9  
 Win-Spr 1973

Descriptors: exceptional child education; emotionally disturbed; learning disabilities; learning difficulties; elementary school students; secondary school students; program proposals; educational programs; regular class placement; resource teachers; vocational education; Resource Room

Offered as an alternative to isolation effects of special classrooms is a comprehensive special education program which would screen mildly emotionally disturbed or learning disabled children prior to their entering kindergarten and remediate their identified deficiencies in a resource room. It is suggested that a child who is unable to cope in a classroom be referred to the resource teacher who might draw on a team of professionals for assessment. Described for the secondary school program is continued use of the resource room, where students would receive services from teachers trained in English language-arts, mathematics-science, history-social science, occupational education, and learning disabilities. Also suggested, beginning at grade 7, is student selection of a preoccupational program, and later, actual vocational training which might evolve into work-study experience. (MC)

### ABSTRACT 2311

EC 05 2311 ED N.A.  
 Publ. Date 73 396p.  
 Stellern, John; Vasa, Stanley F.  
**A Primer of Diagnostic-Prescriptive Teaching and Programming.**  
 EDRS not available  
 Center for Research, Service and Publication, College of Education, University



of Wyoming, Laramie, Wyoming 82070.

Descriptors: exceptional child education; learning disabilities; behavior problems; diagnostic teaching; rural education; regular class placement; models; conceptual schemes; testing; behavioral objectives; individualized instruction; behavior change; operant conditioning

The primer of diagnostic-prescriptive teaching and programing offers an education intervention and management model with emphasis on children showing behavior or learning problems in rural regular classes. The model is described to consist of six major intervention components: learner, behavioral-instructional objectives, task analysis, individualization and success, continuous baseline behavior measurement, and behavior modification and change agents. The model is explained to operate by means of applying the model strategies to each intervention with a learning or behavior problem, the execution of the formula, and the systematic inclusion of each of the model components for each intervention. Detailed information is given on the interpretation of formal and informal psychoeducational testing. Information is given on the formation of good behavioral-instructional objectives. Examples are given of task analyses. Guidelines for individualization and success include written parent permission and careful diagnosis and assessment. Continuous baseline behavior measurement is explained to provide constant evaluation and accountability information. A long section on behavior modification offers general and specific procedures for behavior change. A section on programing considers practical aspects of individual and group prescriptive programing. Sample programs are given. (DB)

#### ABSTRACT 107

EC 06 0107 ED N.A.  
Publ. Date Fall 73 6p.

Vogel, Arnold L.  
**Integration of Nine Severe Learning-Disabled Children in the Junior High School Core Program.**

EDRS not available  
Academic Therapy: V9 N1 Fall 1973

Descriptors: exceptional child education; learning disabilities; junior high school students; program descriptions; regular class placement; scheduling; program evaluation.

Detailed and evaluated is a program which integrated nine children with severe learning disabilities into a junior high school core program. Noted are preliminary visits to the sixth grade class and discussions with the sixth grade teacher by the instructional team. A schedule is explained which allowed for separate instruction for the LD children in core subjects while joining with regular classes for homeroom and special subjects such as physical education. Evaluation by teachers, parents, and students is said to have shown that integration of LD children has positive educational, attitudinal, and social effects.

Also noted is the need for increased time for lesson preparation and more appropriate instructional materials. (DB)

#### ABSTRACT 324

EC 06 0324 ED N.A.  
Publ. Date 73 182p.

**A Model Program of Comprehensive Educational Services for Students With Learning Problems.**

Union Township Board of Education, N. J.

New Jersey State Dept. of Education, Trenton

EDRS not available  
Model Program, Board of Education, 2369 Morris Avenue, Union, New Jersey 07083 (\$2.50)

Descriptors: exceptional child education; learning disabilities; program description; instructional materials; regular class placement; elementary school students; secondary school students; teaching guides; motor development; academic achievement; teacher developed materials; class activities; technology; New Jersey

Described are programs for learning disabled or mentally handicapped elementary and secondary students in regular and special classes in Union, New Jersey, and presented are approximately 58 instructional episodes involving student made objects for understanding technology. In part one, components of the model program are described such as the multi-learning disability class, core program, occupational program for retarded students, employment orientation, a perceptual training activity bank, and inservice training using a microwave television broadcast system. Appended are by-laws for a teacher/parent council, an equipment list for the occupational center, and descriptions of vocational/occupational programs for handicapped students. In part two, teacher developed regular class activities for the children's technology curriculum are usually described in terms of academic area to be remediated, source of materials needed for construction, motivation, and procedure (diagrams are included). At the lower primary level, students are introduced to use of basic tools. At the primary and intermediate levels, students make items such as a potholder rack, book rack, sawhorse, and bluebird home, or use the adding machine, calculator, and typewriter. Included for intermediate level students are activities for experimenting with plants and for building a galvanometer, a weather station, an incubator, an electric question game and a water table demonstration model. (MC)

#### ABSTRACT 681

EC 06 0681 ED N.A.  
Publ. Date 73  
Farrald, Robert R. Schamber, Richard G.

**A Diagnostic and Prescriptive Technique: A Mainstream Approach to Identification, Assessment and Amelioration of Learning Disabilities.**

EDRS not available  
Adapt Press, 808 West Avenue North, Sioux Falls, South Dakota 57104 (\$15.95).

Descriptors: exceptional child education; learning disabilities; elementary school students; regular class placement; diagnostic teaching; teaching guides; behavior patterns; teaching methods; psychological characteristics; social characteristics; auditory perception; receptive language; visual perception; verbal ability; expressive language; speech skills; instructional materials

Presented in the handbook for regular class teachers is a diagnostic and prescriptive technique (ADAPT) for identifying and remediating specific learning disabilities of individual elementary school children. The program is said to be based upon the following four assumptions: mainstream education must accommodate as many children as possible; special education can assist educators to increase capacities of regular as well as special students; the regular teacher should be a diagnostician and strategist rather than a mass remediator; and regular teachers need a broad easily implemented diagnostic-prescriptive teaching model. Learning processes and disabilities are discussed in relation to labels, sample definitions, literature reviews, and the concept of ADAPT. Described textually and then tabularly are observable behaviors and teaching strategies pertinent to psychological/social characteristics such as distractibility, hyperactivity, impulsivity, inflexibility, perseveration, figure-ground confusion, emotional vulnerability, and interpersonal relations. Also described textually and then tabularly are observable behaviors and teaching strategies for areas of auditory receptive disabilities such as inadequate hearing, attention, sound location, discrimination, figure-ground perception, and memory; and areas of visual receptive disabilities such as inadequate vision, ocular functioning, visual discrimination, visual closure, spatial awareness, laterality/directionality, and eye-hand coordination. Verbal expressive skills are considered in the framework of a sequenced language program and a tabular presentation of strategies for disorders of articulation, rhythm, tempo, and voice; limited vocabulary usage, inadequate mastery of syntax, morphology, and quality of ideas; and impaired fluency of oral expression. Over 200 instructional materials including filmstrips, cassettes, and tapes are listed in an annotated bibliography by source, skill area to be developed, and approximate instructional age. (MC)

#### ABSTRACT 1768

EC 06 1768 ED090 726



Publ. Date 73 80p.  
Scarborough, Annabell T.  
**Guiding Growth in Reading: Reference Manual for Teachers of Children with Learning Problems in the Regular Classroom Grades 1-4.**  
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; reading; regular class placement; teaching guides; elementary school students; instructional materials; behavioral objectives; class activities; individual activities; vocabulary; word recognition; oral reading; study habits; library skills

Presented for teachers of children with learning problems in regular classrooms, grades 1 through 4, is a developmental, sequential guide for teaching reading at the primary, intermediate, and advanced levels. Material for each level is organized according to behavioral objectives, motivating activities, content (or theoretical base) and appropriate learning aids, and learning activities (or practical application). Teachers are advised to evaluate the children's status, to relate the content to individual needs of the children, to be enthusiastic and versatile, and to expect success. Given for each level are behavioral objectives and activities for vocabulary building, word recognition skills, comprehension associational abilities, oral reading skills, study skills, and library skills. As an example of the approach used to teach word recognition skills at the upper primary level, the pupils are expected to recognize familiar parts in longer words as measured by teacher observation, to analyze compound words such as 'everyone', to use learning aids such as word games, and to perform learning activities such as finding two words in a compound word. (MC)

#### ABSTRACT 1849

EC 06 1849 ED090 744  
Publ. Date Aug 73 206p.  
Adelman, Howard S.  
**Learning Problems and Classroom Instruction.**  
California Univ., Riverside. Dept. of Education  
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.  
Div. of Training.  
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; classification; learning processes; teaching methods; childhood; individualized instruction; diagnostic teaching; remedial instruction; regular class placement; case studies; annotated bibliographies

Defined are categories of learning disabilities (LD) that can be remediated in regular public school classes, and offered are remedial approaches. Stressed in four case studies is the heterogeneity of LD problems. Suggested is grouping LD children into three categories: no disorder (problem is from the learning environment); minor disorder (problem is from

deficiencies in the child and learning environment); and major disorder (problem is from specific disability or serious emotional disturbance). A conceptualization of the learning process is described as are teaching tasks that facilitate the best match between environmental circumstances and the pupil's assimilated schemata. Suggested for teaching LD children are an individual-oriented environment and sequential, hierarchical strategies for three levels: school subject mastery (A), mastery of prerequisites (B), and remediation of interfering behaviors (C). Described for personalized instruction are aspects such as the difference between personalized and individual instruction, and a classroom sequence involving three phases: the teacher-pupil planning phase, work phase, and culmination phase. Explained are remedial concepts such as developmental and remedial instruction, and diagnostic teaching. Listed alphabetically by author are annotated references for the three levels. Accountability of educational programs is seen to be achieved by evaluation facets such as key factors of description and judgment. (Included in appendixes are variables for analyzing educational programs, tasks for developing and evaluating a school system program, and suggestions for intervention.) (MC)

#### ABSTRACT 2136

EC 06 2136 ED 091 912  
Publ. Date May 74 45p.  
Sussman, Susan  
**The Organization of Education for Learning Handicapped Pupils: A Review and Recommendations.**  
York Borough Board of Education, Toronto (Ontario)  
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; resource centers; resource teachers; teachers; special classes; regular class placement; research reviews (publications); individualized instruction

The paper reviews descriptions and studies of classes for children with learning disabilities (LD). Considered are aspects of regular class placement of LD students such as academic achievement and social adjustment, and attitudes of educators such as regular and special class teachers. On the basis of the review, full-time, self-contained classes are not recommended for LD students. Alternatively recommended are a part-time, highly-individualized resource room program for pupils with non-specified learning disabilities and close collaboration between the regular classroom and the resource room teachers. It is maintained that the combined efforts of the teachers should result in a full-time program with a high degree of individualization for LD pupils. (Author/MC)

#### ABSTRACT 2154

EC 06 2154 ED N.A.  
Publ. Date May 73 4p.  
Kueffer, Edward A.  
**Supplementary Education--A New Direction.**  
Thrust for Educational Leadership: V2  
N6 P28-31 May 1973

Descriptors: exceptional child education; handicapped children; learning disabilities; elementary school students; special education; educational programs; program descriptions; regular class placement; public schools; resource centers; Cupertino Project

After citing limitations of categorical educational programs which segregate students according to disability labels, the author describes an elementary public school program using the concept of supplementary education to provide flexible, varied supportive educational services to children according to learning and behavioral needs while simultaneously providing participation in the mainstream of education. The Cupertino Project is described as involving four schools, a 'Center School' and three neighboring 'feeder' schools. It is explained that the Center serves approximately 30 children previously assigned varying categorical diagnostic labels, as well as all children from the regular school program, and that the Center also functions as a resource to approximately 60 children helped in learning disability groups in the three feeder schools. Program components are examined, including personnel and materials, educational philosophy, and educational research. The workings of the system are illustrated by means of a case study. (GW)

#### ABSTRACT 2226

EC 06 2226 ED N.A.  
Publ. Date Jun 74 3p.  
Doerr, Andrea  
**Help for the Rural LD Child.**  
American Education; V10 N5 P27-9 Jun 1974

Descriptors: exceptional child education; learning disabilities; elementary school students; secondary school students; rural schools; community role; parent role; itinerant teachers; teacher attitudes; inservice teacher education; regular class placement; remedial instruction; diagnostic teaching; resource centers; program descriptions; Elementary and Secondary Education Act

Described are the development and focus of the Nebraska Regional Assessment Center which serves learning disabled (LD) children and classroom teachers in 12 rural communities. Emphasized are diagnosis and remediation by an interdisciplinary team; including 12 co-op (itinerant) teachers, and the retention of LD children within regular classes. Discussed is the Center's relationship to parents, who serve on an advisory board and act as liaisons between the program and the community. It is noted that the program is funded by the Elementary and Secondary Education Act (ESEA)

Titles I and VI and that the Center provides continuous in-service training for both specialists and classroom teachers. Change in teacher attitude toward the LD child is considered to be the most significant impact of the Center's program. (BA)

#### ABSTRACT 2995

EC 06 2995 ED N.A.  
 Publ. Date 74 5p.  
 Ley, Dorothy and Metteer, Richard  
**The Mainstream Approach for the SLD Child: A Public School Model.**  
 Bulletin of the Orton Society; V24 P130-4  
 74

Descriptors: exceptional child education; learning disabilities; language handicapped; early childhood education; elementary education; secondary education; public schools; program descriptions; regular class placement; remedial instruction; language arts; auditory perception; self concept; curriculum design; perceptual motor coordination; parent education; Wayne, Nebraska

Project Success mainstreams learning disabled, public school students (kindergarten through ninth grade) through a classroom-based delivery system in which a trained language therapist first demonstrates for a target classroom teacher, then team teaches with him/her, and finally withdraws into a supportive consultant role. The language arts program in the kindergarten emphasizes systematic training in auditory skills, and in the elementary grades a systematic phonics approach with multisensory input is central to the teaching of decoding and encoding skills in the SLD program. Students are not allowed to experience failure in order to convince them, their teachers, and their parents that they can succeed. The following three program components have been developed along with the language arts program to ensure that the child develops and is treated as a whole person rather than a learning problem: motor perception training aimed at helping the child understand and control his own body and thus become more efficient in his movements; curriculum modification in which individualized programs keep the child functioning successfully within the mainstream in subjects such as math, science, and social studies; and parent demonstration-participation workshops which emphasize fun activities that parents can share with their children to strengthen their learning pathways and build their self concept. (GW)

#### ABSTRACT 324

EC 07 0324 ED 098 739  
 Publ. Date 73 51p.  
**Demonstration Model: Garden City Resource Room-Helping Teacher Team. For School Year 1972-73.**  
 EDRS mf, hc

Descriptors: exceptional child education; handicapped children; public schools; interdisciplinary approach; resource teachers; elementary education; second-

ary education; program descriptions; educational objectives; program planning; program evaluation; staff role; parent school relationship; emotionally disturbed; team teaching; demonstration projects

Described is a multi-disciplinary team approach to helping elementary and secondary students with learning or emotional problems to achieve educationally and socially. It is explained that resource room teachers and special education consultants, functioning as part of the full-time team in each school, work with the regular classroom teacher to meet student needs for academic assistance and therapeutic support on a regular daily basis. Student characteristics (in areas of verbal skills, self-concept, emotional adjustment, reading, perceptual-motor skills, behavior, academics, general learning and school attitudes) and program goals (including individualized instruction, crisis intervention, job counseling and placement) are identified. Data are provided to delineate the flow of service delivery, the classroom teacher's role, determination of time schedules, and procedures for screening/staffing, placement, and program evaluation. Program principles are clarified and key literature pertinent to program building is reviewed. Role descriptions are given for resource and helping teachers, principals, secondary school counselors, the supervisor of special education, the director of special services, psychologists, school social workers, and consulting psychiatrists. Steps for involving parents in special services programs and the inservice program for the resource room-helping teacher team are elaborated. Also discussed are facilities and costs and types of report forms used. A bibliography of pertinent literature is included. (LH)

#### ABSTRACT 591

EC 07 0591 ED N.A.  
 Publ. Date Nov 74 6p.  
 Ozer, Mark N.; Dworkin, Nancy E.  
**The Assessment of Children with Learning Problems: An In-Service Teacher Training Program.**  
 Journal of Learning Disabilities; V7 N9  
 P539-44 Nov 1974

Descriptors: exceptional child education; learning disabilities; learning difficulties; elementary education; inservice teacher education; teachers; student evaluation; diagnostic teaching; resource teachers; consultants; program descriptions;

A model clinical program has been designed to train regular teachers to help children who are having difficulty learning in the regular classroom. The goal is to help the teacher respond more effectively to the variety of needs within the classroom. In a demonstration, the teacher observes those children whom she has first identified as having difficulties and then described on a Teacher Report Form. The examiner utilizes specific strategies in interaction with the child to solve the child's problem in accomplishing a given task. The teacher sees how the child may be assisted in learning how to cope with difficulties. She may recognize the strategies demon-

strated as being within her own repertoire and as those she was exposed to in the Teacher Report Form. The consultant aids the teacher in applying the strategies in the context of what she would like to see the child accomplish, thereby making the teacher more aware of her own competence in helping the child. The consultant also helps the teacher to generalize the strategies she uses with a specific child to her interactions with other children within the classroom. The clinical program works as an in-service teacher training program, with communication of a limited but expanding number of problem-solving strategies that may be applied to a multitude of educational tasks. (Author)

#### ABSTRACT 775

EC 07 0775 ED N.A.  
 Publ. Date Win 74 2p.  
 Hays, Jean  
**Diagnostic Class for Children with Learning Disabilities.**  
 Pointer; V19 N2 P140-1 Win 1974

Descriptors: exceptional child education; handicapped children; diagnostic teaching; regular class placement; behavior change; operant conditioning; special classes;

Children 5-to 8-years-old with educational, emotional and neurological problems received individualized instruction in a behavior modification oriented diagnostic class with emphasis on reentering the regular classroom. The program provided on going diagnosis and prescription, identification of those children requiring special class placement, and instruction of the regular class teachers in dealing with learning problems. (CL)

#### ABSTRACT 1187

EC 07 1187 ED 101 500  
 Publ. Date 116p.  
 Stephens, Estherdale; Jones, Linda  
**An Educator's Blueprint: A guide to Programs and Services K-12.**  
 Cook County School District 153, Homewood, Ill.  
 EDRS mf, hc

Descriptors: learning disabilities; guidelines; program planning; resource centers; resource teachers; exceptional child education; program design; professional personnel; inservice teacher education; teacher qualifications; role perception; administrative organization; student evaluation; student placement;

Written for administrators, learning disabilities (LD) teachers, psychologists, and parents, the guide consists of a plan for providing programs and services for LD children (from kindergarten through grade 12). It is explained that LD children are assigned to resource rooms for a portion of each school day with the goal of remediation and return to the educational mainstream. Outlined are five levels of service (from developmental kindergarten programs to private placement) and specific service objectives for each level. A model of an educational core team is presented and the roles of team members such as the classroom teacher, reading specialist, and

psychologist are listed. Organizational options such as the diagnostic-consultive option and the resource option are described and their advantages and disadvantages examined. Among sample proposals for program planning are a parent-school interaction program and an elementary screening program. Detailed are I.D. teacher qualifications and interview questions and guidelines for starting an I.D. resource room. Suggestions for planning in-service training include workshop objectives, types of meetings, and a form for in-service evaluation. Charts on admission and screening processes and forms for pre-referral and pupil evaluation are among procedural guidelines covered. Appended are lists of organizations serving I.D. children, professional journals, in-service films, tests, and materials. (L5)

#### ABSTRACT 1219

EC 07 1219 ED N. A.  
Publ. Date 74 192p.  
Grzynekowicz, Wineva and Others  
**Meeting the Needs of Learning Disabled Children in the Regular Class.**  
Charles C. Thomas, 301 East Lawrence Avenue, Springfield, Illinois 62717 (511.75)

Descriptors: exceptional child education; learning disabilities; mentally handicapped; educable mentally handicapped; behavior problems; regular class placement; teaching methods; team teaching; perceptual development; sensory training; motor development; auditory perception; diagnostic tests; visual perception; class activities; Hebb (Donald);

Presented are strategies for meeting the needs of children with learning problems (educable retarded, learning disabled and behavior problem students) in the regular classroom. Emphasized is the importance of the child's learning process rather than labels or categories. D. Hebb's theory of cell assembly (stressing the neurological organization of perceptions) is explained, and the theory's implications for the handicapped student such as the need for a multi sensory approach to early conceptual learning are reviewed. Described in a team approach to meeting the student's needs are the roles of team members and the use of recording forms. Summarized for the resource teacher are diagnostic instruments, including motor surveys, tests of visual processes and educational achievement tests. Educational therapy guidelines are suggested for the resource teacher as well as the regular classroom teacher. Listed are activities in such areas as motor instruction (including line-walking toe to heel and bouncing a ball a specified number of times), auditory skills (such as identifying classroom sounds with eyes closed), social emotional development (including discussing self-concept ideas), and visual skills (such as following dots to complete a picture). Provided are approximately 200 sources for teaching materials, along with recommended reading materials and films on the subject. (CL)

#### ABSTRACT 1227

EC 07 1227 ED 101 509  
Publ. Date 31 Jul 73 21p.

#### Model for Children's Learning Centers. Second Year Report.

Afton School District, Saint Louis, Mo. Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.  
EDRS mf:hc

Descriptors: learning disabilities; resource centers; identification; academic achievement; program evaluation; exceptional child education; remedial instruction; regular class placement; school districts; Elementary Secondary Education Act Title III; ESEA Title III;

Presented is the second year (1972-73) report of the Afton School District's (Saint Louis, Missouri) program (funded under Title III) to provide diagnostic studies of elementary grade learning disabled (L.D.) children, learning centers in four elementary schools for L.D. children, and adequate programing to allow L.D. children to be returned to the regular classroom within 1 academic year. Described are the testing procedure and the project design. Evaluation is reported to have shown that 176 children were given the diagnostic battery, that the 36 children who were enrolled in the Learning Centers improved in academic areas such as visual motor integration and reading comprehension, and that 40% of the enrolled children were returned to the regular class by the end of the academic year. (DB)

#### ABSTRACT 2372

EC 07 2372 ED N. A.  
Publ. Date Spr 75 6p.  
Bauer, Hanna  
**The Resource Teacher: A Teacher Consultant.**  
Academic Therapy; V10 N3 P299-304 Spr 1975

Descriptors: learning disabilities; regular class placement; resource teachers; teacher role; consultants; exceptional child education;

The resource teacher's role as a consultant for learning disabled children in the regular classroom requires the skill of consultation which includes establishment of a contract, a working alliance, and a communications system between the resource teacher and the regular teacher as well as criteria for evaluation and termination. Negotiation of a specific consultation contract can become the facilitator of successful strategic intervention. (DB)

#### ABSTRACT 2577

EC 07 2577 ED N. A.  
Publ. Date Fal 74 8p.  
Lewis, Alan L.  
**A Resource Room Program for LD Pupils.**  
Academic Therapy; V10 N1 P93-100 Fal 1974

Descriptors: learning disabilities; regular class placement; resource teachers; individualized instruction; program descriptions; exceptional child education; language handicapped; resource centers; educational diagnosis; perceptually handicapped;

Described in terms of staff roles, pupil referral and selection, procedures for reporting pupil performance, and volunteer selection and training is a resource room program serving 232 learning disabled pupils from kindergarten through twelfth grade. It is explained that pupils are enrolled in regular classes and receive special assistance in the resource room, in the regular classroom, or through consultation between the resource and regular class teachers. A case study illustrates how diagnostic testing and individualized instructional techniques were used to help a second grade boy improve his auditory perception and speech skills. (LH)

#### ABSTRACT 3328

EC 07 3328 ED N. A.  
Publ. Date Mar 75 6p.  
Zehm, Stanley J.  
**Search for Solutions to the Problems of Educating Slow Learners in American Public Schools.**  
Slow Learning Child; V22 N1 P32-37

Descriptors: slow learners; regular class placement; educational trends; exceptional child education; educational philosophy; individualized instruction;

Reviewed are the opinions of educators and professionals including William Glasser and Marylon Ebersole about education for the slow learning child. Cited are the needs for training teachers to deal with special children in regular classes, individualizing instruction, and providing programs based on success. (CL)

#### ABSTRACT 3413

EC 07 3413 ED 111121  
Publ. Date 75 218p.  
McHenry, Donald F.; Cansdale, Richard W.

**Curriculum Ideas for the Elementary Educationally Handicapped Student: Mainstreaming of Exceptional Children; 1974-75 School Year.**

Clark County School District, Las Vegas, Nev.  
EDRS mf:hc

Descriptors: educationally disadvantaged; curriculum guides; class activities; regular class placement; exceptional child education; elementary education; listening; visual perception; concept formation; mathematics; spelling;

Presented is a curriculum guide for mainstreaming educationally handicapped elementary school children. Activities are provided for the following skill areas: listening skills (including recognizing different types of sounds and understanding oral directions), visual perception (including figure-ground perception and form constancy), general concept development (including time and 'set' concepts), quantitative concept development (including addition and subtraction), and miscellaneous curriculum sequences (including spelling and geography). It is explained that the activities emphasize sequencing and self correcting techniques. (CL)

#### ABSTRACT 3544

EC 07 3544 ED N. A.  
Publ. Date 75 14p.

**Learning Disabilities Handbook: A Guide for Classroom Teachers in the Junior High School.**

Chesterfield County Public Schools, Va., Learning Disabilities Center, 8610 Perrymont Road, Richmond, 23234

Descriptors: exceptional child education; learning disabilities; junior high schools; teachers; regular class placement; resource centers;

Intended for regular junior high teachers with learning disabled (LD) children in their classes, the booklet provides information on characteristics, referral, typical profiles, and remediation involving close coordination between the learning lab, the regular classroom, and the home. Specific suggestions are given for dealing with lab scheduling problems and implementation of LD prescriptions for such problems as extremely slow handwriting. (DB)

**ABSTRACT 3746**

EC 07 3746 ED 112559  
Publ. Date Jan 75 23p.

Weckler, Elaine, Youngberg, Millie  
**IMPACT: Mainstreaming Learning Problems in the Classroom, Part I: In Classroom, Part II: Dissemination at University.**

Berrien County Intermediate School District, Berrien Springs, Mich.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.

EDRS mf:hc

Paper Presented at Fifth Southwestern Regional Conference (Phoenix, Arizona, January 1975)

Descriptors: learning disabilities; emotionally disturbed; regular class placement; diagnostic teaching; teacher education; exceptional child education; elementary secondary education; inservice teacher education; higher education; student evaluation; effective teaching; information dissemination; instructional materials; Project IMPACT; Elementary Secondary Education Act Title III;

Described is Project IMPACT (Instructional Model Program for All Children and Teachers), funded under Title III and intended for use by teacher trainees and by regular classroom teachers of learning disabled or emotionally disturbed students from kindergarten through grade 12. Discussed in an introductory section on classroom applications are efforts by specially trained IMPACT personnel to conduct inservice teacher training workshops in diagnostic/prescriptive methods, and the use of the IMPACT box (which includes materials teachers can administer to assess students' academic, learning, and behavioral skills), followup consultation, and observation within demonstration classrooms. Also presented is information on operating costs and evidence of project effectiveness (including improvement in students' self concepts and attitudes toward learning). Dealt with in Part II are IMPACT dissemination services at the community and university level in terms of workshops for classroom teachers, lectures, use of instructional materials, participation in graduate students' practi-

cum experiences, and consultation for both classroom teachers and teacher trainees at Andrews University in Michigan. (H)

**ABSTRACT 3772**

EC 07 3772 ED 112578  
Publ. Date 75 32p.

Turner, Marguerite T.; Watkins, Charlotte H.

**A Three-Dimensional Approach to Learning Disabilities in the Secondary School.**

EDRS mf:hc

Paper Presented at the 1975 American Educational Research Association (AERA) Meeting Washington, D. C.

Descriptors: learning disabilities; junior high schools; program descriptions; identification; intervention; exceptional child education; regular class placement; parent role; diagnostic teaching; program evaluation; program budgeting;

Approximately 400 learning disabled (LD) junior high school students in eight schools were provided identification, diagnosis, and intervention services during 2 years of a program based on meeting students' needs for special help, mainstream success, and parental understanding. Program objectives included significant gains in language achievement, an increase in school attendance, and provision of information and counseling to parents. Among staff positions of the program were a speech and hearing specialist, a perceptual-motor specialist and learning disabilities teachers. The program involved referral, screening, diagnosis, intervention, and evaluation components. Evaluation indicated that significant improvements attributable to project intervention occurred in the areas of achievement test performance, self concept, and mainstream performance. Additionally, parents indicated strong support for the home involvement aspect. Identified were 15 program strengths (such as the team approach to diagnosis and remediation) and program problems such as classroom teachers who were unfamiliar with needs of the LD child. The total cost of the program was \$223,000 or \$320 per student during the first year (1972-73). Appended are lists of instructional materials and equipment and diagnostic instruments used in the program. (DB)



## ABSTRACT 1404

EC 000 591 ED N.A.  
 Publ. Date Mar 66 3p  
 Meyer, Henry J.  
**Joint Agreement Program in Illinois: Another Effort to Meet the Needs of Visually Handicapped Children.**  
 Illinois Braille And Sight-Saving School, Jacksonville  
 EDRS not available  
 International Journal For The Education Of The Blind, V15 N3 P83-5 Mar 1966

Descriptors: exceptional child education; state programs; residential schools; public schools; regular class placement; secondary schools; blind; partially sighted; students; student placement; social adjustment; transfer policy.

If parents, student, and local school agree, blind and visually handicapped students may be transferred from the residential Illinois Braille and Sight-Saving School to the secondary public schools of their home communities. Selected cases are carefully evaluated in terms of intelligence and motivation, academic achievement, personality and emotional adjustment, degree and function of vision, mobility and adaptability, familial attitudes and home environment, medical history, including consideration of special services which might be required, and nature and attitude of the local school. All transfers are on a trial basis, and close followup is maintained. The residential school attempts to provide all necessary educational materials in special form. In addition, the division of special education provides reimbursement for reader service. In 1963-64, 10 students in grades 7 to 12 were transferred. By spring of 1965, 16 students (including 10 braille students) were in public high schools. Two students, both partially sighted, were transferred back to the residential school. The placement of visually handicapped children in home communities even where special education does not exist may be in the best interests of the children, helping them integrate into society and perhaps modifying societal attitudes and approaches toward the blind. Four references are cited. (KH)

## ABSTRACT 1022

EC 03 1022 ED 046 147  
 Publ. Date 70 38p  
 Boninger, Walter B., Ed.  
**Proceedings of the Special Demonstration Workshop for Integrating Blind Children with Sighted Children into Ongoing Physical Education and Recreation Programs (Cleveland, Ohio, October 9-10, 1969).**  
 Cleveland Society For The Blind, Ohio American Association Of Health, Physical Education, And Recreation, Washington, D. C.; American Foundation For The Blind, New York, New York  
 EDRS mf,hc

Descriptors: exceptional child services;

visually handicapped; workshops; recreational programs; regular class placement; blind; physical education

A special education workshop (Cleveland, Ohio, October 9-10, 1969) for integrating blind children with sighted children into ongoing physical education and recreation programs is described. Physical education and blind children from the viewpoint of ophthalmology, social and psychological aspects of blindness as they relate to participation in physical activities, mobility and orientation in relation to physical education, highlights of Dr. William Freeberg's banquet presentation, and a summation of the workshop's activities given by Robert Holland are included. The question and answer periods at the end of each presentation are also recorded, as well as an evaluation form used at the end of the conference. (CD)

## ABSTRACT 1991

EC 03 1991 ED 048 715  
 Publ. Date Aug 69 60p.  
 Levine, Helen G.  
**A Proposed Program of Personal Adjustment for Visually Handicapped Pupils.**  
 Cincinnati Public Schools, Ohio, Division of Special Education  
 Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.  
 EDRS mf,hc

Descriptors: exceptional child research; visually handicapped; personal adjustment; program proposals; administration; curriculum development; after school programs; summer programs; personnel needs; teacher qualifications; visually handicapped mobility; visually handicapped orientation; regular class placement; Ohio

A proposal for a personal adjustment program for visually handicapped students is described to contain three primary components: the ongoing curriculum which encourages techniques of modification and application of the presently existing regular curriculum to the needs of the blind; the extended school program which provides out-of-school services as an additional, compensatory aid to the handicapped children; and a summer session to be offered throughout the high school years. Personnel needs are suggested to include braille teachers, mobility instructors, the classroom teacher of a specialized subject who will integrate the visually handicapped into the regular classroom, and personal adjustment teachers. Suggestions of teacher roles and qualifications, and the development of summer teaching training institutes are noted. Activities and financial implications of the three primary components of the program are discussed. General recommendations for program policy and further study are enumerated. (RD)

## ABSTRACT 2125

EC 03 2125 ED N.A.  
 Publ. Date (69) 9p.  
**A Manual for the Classroom Teacher of a Blind Student.**  
 Catholic Charities, Chicago, Illinois, Vision-Hearing Services  
 EDRS not available  
 Vision-Hearing Services, Catholic Charities, 126 North Des Plaines Street Chicago, Illinois 60606.

Descriptors: exceptional child education; visually handicapped; regular class placement

Intended for regular elementary and high school classroom teachers, the booklet discusses the presence of a blind student in a regular class of sighted students. The Catholic Charities' philosophy of education for blind children is presented. How the school-aged blind child is prepared for total participation in the regular classroom in elementary schools throughout the Archdiocese of Chicago is described. Two methods are used: room program, where special techniques such as braille are taught by a resource teacher, and gradual increased integration into the regular classroom throughout the primary and intermediate grades. An itinerant teacher is available for help with special academic or other problems encountered by the blind student as he continues in his regular parish high school. Also summarized are the roles of the orientation and mobility instructor, parents, teacher, and classmates in relation to the blind student's integration in the sighted world. (KW)

## ABSTRACT 5

EC 04 0005 ED N.A.  
 Publ. Date Sep 71 5p.  
 Weishahn, Mel W.; Mitchell, Richard  
**Educational Placement Practices with Visually Disabled and Orthopedically Disabled Children -A Comparison.**  
 EDRS not available  
 Rehabilitation Literature, V32 N9 P263-6, 288 Sep 1971

Descriptors: exceptional child education; visually handicapped; physically handicapped; student placement; educational trends; regular class placement; historical reviews; administrative organization

Trends in educational placement practices for the visually handicapped and physically handicapped are compared. Traced are the successive development of residential programs, segregated day schools and special classes within the public school system, cooperative classes (some association of visually handicapped with sighted students) and special units adjacent to regular school building for the physically handicapped, enrollment of handicapped students in regular classes with supplementary services from a resource teacher and resource room (only recently used on a limited basis for the physically handicapped), and the use of itinerant teachers (not yet used for the physically handicapped). Comparison of placement practices shows parallel trends

toward greater integration into regular education programs, but with a lag in the development of such integrating programs for the physically handicapped. This lag is attributed in part to a focus upon medical services for such children (KW)

#### ABSTRACT 2464

EC 05 2464 ED N.A.  
Publ. Date Jul 73 5p.  
Hulsey, Steve  
**Liberating the Blind Student.**  
EDRS not available  
American Education; V9 N6 P18-22 Jul 1973

Descriptors: exceptional child education; visually handicapped; blind; elementary school students; secondary school students; state programs; itinerant teachers; regular class placement; financial support; program descriptions; case studies (education); Delaware

Described is the itinerant teachers program in Delaware which provides special equipment and individual attention for 55 visually handicapped students in regular classes (grade 3 through grade 12) in 22 public school districts. The program is said to be supported through a combination of state and federal funds. Described as contributors to program success are the three special teachers, braille volunteers, and the educational counselor who works with the children and their parents. Problems are said to derive from over-concern or unawareness expressed by regular teachers and administrators regarding the children's capabilities. Short case studies are given to show the children's successful adaptation to regular placement. Noted is the sequential instructional approach of the itinerant teacher. (MC)

#### ABSTRACT 32

EC 06 0032 ED N.A.  
Publ. Date Sep 73 8p.  
Russell, Gene H.; Butler, David M.  
**The Five-County Vocational Skills Training Program, 1970-1972.**  
EDRS not available  
New Outlook for the Blind; V67 N7 Sep 1973

Descriptors: exceptional child education; visually handicapped; senior high schools; vocational education; regular class placement; case studies (education); program descriptions.

After reviewing the historical basis for the modern trend toward integrating visually handicapped secondary students into vocational skills training programs in the public schools, the authors describe a 3-year program in California in which a specialist in teaching visually handicapped students aided the regular vocational skills teacher. Four brief case studies are presented to illustrate the operation of the program. Observations on the success of the program and recommendations for similar efforts are included. An appendix to the article lists

the specific goals and objectives of the program. (Author)

#### ABSTRACT 263

EC 06 0263 ED N.A.  
Publ. Date Oct 73 6p.  
O'Brien, Rosemary  
**The Integrated Resource Room for Visually Impaired Children**  
EDRS not available  
New Outlook for the Blind; V67 N8 P363-8 Oct 1973

Descriptors: exceptional child education; visually handicapped; program descriptions; resource teachers; regular class placement; individualized instruction

Described is the resource room program conducted by the Montgomery County (Maryland) Public Schools which is designed to provide visually impaired children enrolled in regular classrooms with individual instruction in the special skills they require, including listening and study skills, special apparatus and braille codes, typing, orientation and mobility, low vision aids, and counseling and tutoring. Discussed are the process of selecting the school within the system where the program is to be located, the criteria for admitting children to the program, and the use of staff--the resource room teacher, educational aide, and others. The positive effects of the program on the children are also presented. (Author)

#### ABSTRACT 1480

EC 06 1480 ED 089 512  
Publ. Date 72 19p.  
Dean, Marybeth, Comp.  
**Teacher-Pupil Package. Visually Handicapped Handbook.**  
Michigan State Dept. of Education, Lansing  
Office of Education (DHEW), Washington, D. C.  
EDRS mf, hc  
Michigan Dept. of Education, Box 420, Lansing, Michigan 48902

Descriptors: exceptional child education; visually handicapped; guidelines; special education teachers; changing attitudes; regular class placement

Provided in the handbooks for special teachers of elementary level visually handicapped students are guidelines for changing negative attitudes of school personnel, parents, and students to assure positive integration of visually handicapped children in the regular school setting. The handbook is said to have resulted from an institute that focused on the role of teachers in fostering independence and socialization of students with visual handicaps. Guidelines are given for providing information about visual impairment to staff members, parents, and regular teachers; promoting positive public relations in ways such as showing films about visual handicaps to

regular classes; promoting positive attitudes about the special program for the visually impaired among regular teachers, seeing children, visually handicapped students, and parents; coordinating team planning and case conferences; providing regular teachers with special materials such as braille books; and being supportive to the regular teacher. (MC)

#### ABSTRACT 1857

EC 06 1857 ED N.A.  
Publ. Date 74 34p.  
Sullivan, Martha G.  
**Understanding Children Who Are Partially Seeing; A Classroom Teacher's Guide.**  
Special Child Publications, Bernei Straub Publishing Company, Inc., 45 Union Bay Place, N.E., Seattle, Washington, 98105 (\$1.50).

Descriptors: exceptional child education; visually handicapped; partially sighted; regular class placement; teaching methods; definitions; physical education; games

The guide for classroom teachers is intended to assist the classroom teacher in providing the media and technique to facilitate learning in partially sighted children. Offered is a philosophy which maintains that a child with usable residual vision should be educated as a seeing child and taught maximum use of his residual vision. Definitions are given of terms such as acromatopsia, congenital glaucoma, and retrolental fibroplasia. Suggested are modifications of the classroom setting including seating, lighting, the careful use of visual aids, and extensive use of auditory aids. Described are special materials for the partially seeing student such as easels and large print books. Guidelines for adapting physical education are given in question and answer format, and listed are specific activities at primary grade and older age levels. The teacher is encouraged to foster realistic self expectations in partially sighted children. Appended are instructions for making an adjustable portable easel and games for primary grade children. (DB)

#### ABSTRACT 1886

EC 06 1886 ED N.A.  
Publ. Date Mar 74 7p.  
Tait, Pear E.  
**Believing Without Seeing: Teaching the Blind Child in a 'Regular' Kindergarten.**  
Childhood Education; V50 N5 P285-91 Mar 1974

Descriptors: exceptional child education; visually handicapped; blind; kindergarten; regular class placement; teaching methods; class activities; individual activities

Offered are teaching suggestions for the regular kindergarten teacher who has a blind child in her class. Noted is a developmental lag observed in many blind



children. General suggestions include preparing for potential emergencies, being specific about expected behaviors, and making a special effort to reward the blind child with a friendly pat or expressive words. Suggestions are given for the content areas of reading readiness, writing readiness, arithmetic, and language. Twenty appropriate activities are described such as basing clues to riddles on how an object feels or sounds, having the child match various swatches of material according to texture, and encouraging waterplay. (DB)

#### ABSTRACT 628

EC 07 0628 ED N.A.  
 Publ. Date Nov 74 3p.  
 Weisgerber, Robert A.  
**Individualizing for the Handicapped Child in the Regular Classroom.**  
 Educational Technology; V14 N11 P33-5  
 Nov 74

Descriptors: exceptional child education; visually handicapped; blind; regular class placement; teacher evaluation; check lists; teacher attitudes; individualized instruction; information utilization;

Presented is a checklist designed to help regular classroom teachers of blind students determine whether they are prepared to meet handicapped students' needs and to individualize instruction. Items related to self appraisal and acquisition of information are grouped according to the following categories: assessing one's knowledge, attitudes, and experience in relation to the handicapping condition; investigating the handicapped individual's strengths and limitations as they bear on his education; and becoming aware of relevant human, technological and material resources. Items related to personalizing instruction concern adaptive planning and goal setting, adaptive instruction (such as allowing lead time for alternative braille versions of materials to be prepared), and assessment of learner progress.

#### ABSTRACT 702

EC 07 0702 ED N.A.  
 Publ. Date Nov 74 6p.  
 Shumway, H. Smith  
**The Highway of the Future.**  
 Rehabilitation Teacher; V6 N11 P3-8  
 Nov 74

Descriptors: exceptional child education; visually handicapped; state programs; consultation programs; consultants; educational programs; regular class placement; normalization (handicapped); Wyoming;

The director of services for the visually handicapped (VH) in Wyoming discusses that state's consultant system, which most totally blind students attend out of state residential schools for their first 5 or 6 school years, then transfer to regular classes in the Wyoming public schools closest to their homes. Aspects of the consultant system such as the following are examined: encouragement given to all VH children to attend preschool nurseries and kindergartens in their home towns; visits by consultants on a once a month to a once in 3 months basis;

provisions of braille or large print textbooks and educational aids by consultants; and the benefits normal students derive from the opportunity to integrate with VH students. (GW)

#### ABSTRACT 1433

EC 07 1433 ED N. A.  
 Publ. Date 75 232p.  
 Hanninen, Kenneth A.  
**Teaching the Visually Handicapped.**  
 Charles E. Merrill Publishing Company,  
 Columbus, Ohio 43216 (\$12.95)

Descriptors: exceptional child education; multiply handicapped; visually handicapped; blind; partially sighted; elementary education; secondary education; program planning; curriculum development; teaching methods; instructional materials; material development; student adjustment; regular class placement; teacher role; itinerant teachers; large type materials; sensory aids; reading readiness; reading skills; writing skills; spelling; listening skills; visually handicapped mobility; visually handicapped orientation; adaptive physical education; industrial arts; art education; home economics; mathematics; changing attitudes; technology;

The textbook on teaching the visually handicapped contains 12 chapters covering program planning, curriculum adaptation, teaching methods, and instructional materials. Chapters focus on the following topics (with sample subtopics in parentheses): school adjustment of blind children (including a section on the special problems of adolescents); integration into regular elementary and secondary programs (including the roles of itinerant and regular class teachers); the use of severely limited vision by partially sighted students (including instructional methods and materials such as large print books and optical aids); reading readiness and instruction (including auditory and tactual perception, braille complexities, and encouraging use of residual vision); developing writing and spelling skills (such as braille, typing, and handwriting); listening skills (including listening comprehension and using accelerated speech); orientation and mobility instruction; physical education and recreation; adaptations in curriculum areas (such as industrial arts, art, home economics, and mathematics); multiply handicapped students (including the mentally retarded and pupils with language deficits); and future needs (such as changing adult attitudes toward the blind and developing improved technological methods for information acquisition and efficient use of intact senses. Appendixes include a list of teaching competencies, a sample visual discrimination lesson, and a listening curriculum outline for grades K-6. (LH)

#### ABSTRACT 1857

EC 07 1857 ED N. A.  
 Publ. Date Oct 74 20p.  
 Schindele, Rudolf  
**The Social Adjustment of Visually Handicapped Children in Different Educational Settings.**  
 Research Bulletin; N28 P125-44 Oct 74

Descriptors: exceptional child research; visually handicapped; blind; partially sighted; social adjustment; resource centers; regular class placement; residential schools;

The Self-Concept Adjustment Score was individually administered to 72 visually handicapped (VH) students (grades 5 and 6) and to 36 sighted controls to determine VH social adjustment in three different educational settings: resource programs in regular schools, itinerant programs in regular schools, and residential school programs. No significant difference was found between the social adjustment of VH and sighted students; between VH students in regular and in residential schools; among students with different degrees of visual handicaps (partial sight, severe vision loss, or total blindness); between males and females; or between VH students in resource and itinerant programs. It was found that intelligence and social adjustment correlated significantly for the integrated VH sample, and that a significant inverse correlation existed between socioeconomic status and social adjustment for residential school VH students. Trends were revealed between age and social adjustment. (LH)

**ABSTRACT 2242**

EC 005 314 ED N.A.  
 Publ. Date Nov 69 12p.  
 Haskell, Simon H.; Anderson, Elizabeth M.

**Physically Handicapped Children: Special or Normal Schooling?**

EDRS not available  
 Snow Learning Child, V16 N3 1150-61 Nov 1969

Descriptors: exceptional child education; physically handicapped; special schools; special classes; regular class placement; residential schools; research reviews (publications); Britain; Sweden

Research concerning educational placement of the physically handicapped and other groups of handicapped children is reviewed. Advantages and disadvantages of regular class placement, special classes, special schools, and residential schools are explored. Educational practices in Britain and Sweden are noted. (NS)

**ABSTRACT 1897**

EC 03 1897 ED N.A.  
 Publ. Date Nov 67 16p.

**Ashcroft, Samuel C. and Others. NEA Journal, Volume 56, Number 8, Special Feature on the Physically Handicapped.**

EDRS not available  
 NEA Journal, V56 N8 P33-48 Nov 1967

Descriptors: exceptional child education; handicapped children; regular class placement; teacher role

Seven related articles addressed to the regular classroom teacher concern the teaching of children with various physically handicapping conditions. A discussion of regular class placement for children with physical impairments, by Samuel C. Ashcroft, includes general suggestions for the classroom teacher. Following articles contain more specific suggestions of what the teacher can do for the child with speech defects (by Evelyn Young Allen), the crippled or health-impaired child (by Frances P. Connor), the asthma child (by Gilbert D. Barkin and John P. McGovern), the visually handicapped child (by Lou Alonso), and the aurally handicapped child (by Hazel Bothwell). Recent rapid growth and development of special education programs and specialized services in the schools for handicapped children is noted and commented upon by Maynard C. Reynolds. (KW)

**ABSTRACT 1384**

EC 04 1384 ED N.A.  
 Publ. Date 72 2p.

**Hooray We Passed.**

EDRS not available  
 Exceptional Parent, V1 N5 P9-10 Feb/Mar 1972

Descriptors: exceptional child education; physically handicapped; regular class placement; parent role; special health

problems; primary grades; parent associations; osteogenesis imperfecta

The mother of a 7-year-old boy with osteogenesis imperfecta describes arrangements made with an elementary school to enroll the boy in a regular first grade class. The mother attended class with the boy to alleviate the teacher's responsibility for any accidents. During the coldest winter months, the mother helped her son with schoolwork at home, with the assistance of the regular teacher and a School-to-Home telephone hookup. Information is also given concerning the Osteogenesis Imperfecta Foundation, Inc., a new organization for parents of children with osteogenesis imperfecta. (KW)

**ABSTRACT 236**

EC 05 0236 ED N.A.  
 Publ. Date Nov 72 5p.

**Rapier, Jacqueline and Others. Changes in Children's Attitudes toward the Physically Handicapped.**

EDRS not available  
 Exceptional Children, V39 N3 P219-23 Nov 1972

Descriptors: exceptional child research; physically handicapped; elementary school students; changing attitudes; peer acceptance; regular class placement; age differences; sex differences

An assessment was made of changes in attitude of 152 elementary school children toward orthopedically handicapped children as a result of an integrated school experience. After integration nonhandicapped children had developed a more positive attitude toward the orthopedically handicapped. Before integration boys and girls differed in attitudes, but the difference disappeared as a result of integration. Integration increased differences in attitudes between older and younger children toward orthopedically handicapped children, with older children developing a more realistic attitude than younger children. (Author)

**ABSTRACT 250**

EC 06 0250 ED N.A.  
 Publ. Date Oct 73 2p.

**Welsh, Edward. Preparing a School for the Multiple Handicapped.**

EDRS not available  
 Instructor, V83 N3 P90-92 Oct 1973

Descriptors: exceptional child education; multiply handicapped; regular class placement; staff orientation; facilities; community attitudes; administration

Suggested are ways for schools to prepare to welcome students with more than one severe handicap who will attend regular classes. The suggestions include examining the school facilities to provide an appropriate and safe physical environment, planning for staff orientation in which the principal explains the nature of handicaps and student limitations, and informing the community similarly either

through a letter or bulletin. It is advised that the principal be the prime mover in the orientation program. Finally, the school staff is advised to maintain the expectation that each child should do the very best of which he is capable in all areas of school life. (MC)

**ABSTRACT 444**

EC 06 0444 ED N.A.  
 Publ. Date Sep-Oct 7 3p.

Blumberg, Lisa

**The Case for Integrated Schooling.**

Exceptional Parent, V3 N4 P15-17 Sep/Oct 1973

Descriptors: exceptional child education; cerebral palsy; regular class placement; physically handicapped

The author, a college senior with cerebral palsy, advocates integration of most physically handicapped children into regular classes on the basis of her own experience in regular schools and classes. She maintains that most of the mechanical problems such as navigating steps or inability to write can be solved with a little ingenuity. She reports that she was rarely if ever ridiculed for her disability by other children, and that other children were usually willing to offer necessary assistance. She points out that special schools which offer therapy during school hours have to shortchange academic instruction and that coping with real life situations can be therapy for the physically handicapped child. Other advantages of regular classes noted are less categorization, formation of neighborhood friendships, and development of a self concept based on functioning in the nondisabled world. It is thought that classmates of the disabled child are less likely to be prejudiced or ill at ease with a handicapped person. (DB)



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